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ABSTRACT

This handbook contains 35 brief activity guides designed to be used by parents at home with their 4-year-old children in conjunction with the Saturday School Program. The aim of the Home Phase of the program is to provide learning experiences in two ways: (1) through Home Teaching Visits involving the Saturday School teacher, neighborhood children and parents; and (2) through the introduction, by parents, of learning experiences into their child's daily schedule. These learning activities focus on the development of language skills, math and science concepts, perceptual skills, physical skills, creative arts, and personal and social growth. Expectations and guidelines for the parents' participation in the program are given. (SDM)

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Parents' Home Activity Guides

SATURDAY SCHOOL

A SCHOOL AND HOME LEARNING PROGRAM FOR FOUR YEAR OLDS

Title III, Sec. 306, ESEA • PARENT-CHILD EARLY EDUCATION • Ferguson-Florissant School District

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A SCHOOL and HOME LEARNING PROGRAM For Four Year Olds.

SATURDAY MORNING AND AFTERNOON CLASSES of 20 are held in the kindergarten rooms in elementary schools located throughout the district.

Children with special problems and handicaps are integrated into the regular classroom.

HOME TEACHING supplements Saturday sessions:

- Teachers make regularly scheduled home teaching visits. Each student's needs determine whether he is visited twice a week, weekly, or twice a month.
- Parents provide, with guidance, informal learning experiences during the week.

PARENTS form a vital part of the teaching team.

- At **school** both mothers and fathers take responsibility for instructing small groups. Before classes start, teachers meet with parents to outline their teaching assignments.
- At **home** the parents continue teaching throughout the week with skill development games and activities. The staff provides them with weekly HOME ACTIVITY GUIDES. These offer suggestions of things to do relating to the skills being taught at school.

GROWTH EXPERIENCES FOR PARENTS are provided through parent study groups and parent conseling sessions. The discussions center around topics of major concern to parents, under the leadership of a child development specialist.

CONSULTANT SPECIALISTS from local universities, community agencies, and the Special School District of St. Louis County, lend their expertise in the following special fields:

- Testing and evaluation
- Learning disabilities
- Speech and language therapy
- Audiology
- Child psychology
- Special education
- Family counseling

AN INITIAL EVALUATION of each child's needs and abilities is made by his teacher and parents before the start of school. Children who evidence a need receive further diagnosis for:

- Visual, hearing, or speech impairment
- Other physical disabilities
- Mental functioning at a level below that expected
- Emotional problems
- Language or perceptual difficulties

Following this in-depth diagnosis . . .

AN INDIVIDUALLY PRESCRIBED LEARNING PROGRAM is followed through with the child, his parents, and his teachers in the class and at home. *This early identification of a problem, and its subsequent treatment, can often prevent more serious difficulties at a later age.*

LEARNING ACTIVITIES, at school and home, focus on the development of:

- Language skills
- Math and science concepts
- Perceptual skills
- Physical skills
- The creative arts
- Personal and social growth

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THE HOME TEACHING APPROACH

TO BE SUCCESSFUL, AN EARLY EDUCATION PROGRAM MUST BE A JOINT EFFORT OF THE HOME AND SCHOOL. In educating young children, the school is not supplanting the home, but helping parents do a better job of rearing and teaching their own children.

THE HOME PHASE of the Saturday School program provides for learning experiences two ways:

- Saturday School teachers conduct Home Teaching Visits once a month or twice a month on a regular schedule.

- Parents introduce fun-type learning experiences into their child's daily schedule. They receive guidance from the teacher during the home teaching visits, as well as a weekly Home Activity Guide. They are also given, at the start of the school year, a leaflet titled "Using the Home Activity Guide." Information from this teaching-tips leaflet starts with the section THE PARENT'S PART.

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THE HOME TEACHING VISIT:

THREE TO FIVE NEIGHBORING CHILDREN AND THEIR PARENTS get together for the home teaching visits and take turns having the meeting in their homes. Some home teaching visits, however, are conducted with an individual child and his or her parent.

THE VISITS ARE SCHEDULED ON A REGULAR BASIS, either once a week or twice a month.

BOTH THE PARENTS AND THE CHILDREN PARTICIPATE. They may group around the kitchen table or sit in a circle on the living room floor.

DURING EACH 30-45 MINUTE VISIT, THE TEACHER:

. . . Greets everyone
. . . Looks at "homework" and asks mother what they've been doing with the children since the last visit - or - as a "sharing" activity, ask children to talk about what they have been doing. (Either approach acts as an incentive for the mothers to work on the suggested activities.)
. . . Provides 3 to 5 learning activities. (Typical examples are outlined in the lesson plans that follow.)
. . . Exchange library books. Let the children spend some time looking through the books before choosing one.
. . . Hands out the Home Activity Guides and points out specific items parents might work on with their children.

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THE PARENTS' PART

THE PARENTS RECEIVE A HOME ACTIVITY GUIDE EACH WEEK. Its purpose is to coordinate their child's learning activities at home with the learning skills being emphasized at school. Each issue offers a number of activities that are usually presented in a game or fun-type way.

PARENTS ARE NOT EXPECTED TO DO ALL OF THE ACTIVITIES, but to select from each guide those that will most benefit their child. Most of the activities can be accomplished or performed in a very short time. Most of them also require very little in the way of advance preparation of materials.

FOR THEIR CHILD TO GAIN THE MAXIMUM BENEFIT FROM THE GUIDE'S ACTIVITIES, we suggest...

- SETTING ASIDE TIME EACH DAY for the parent and child to do some of these things together.
- A SEEMINGLY SPONTANEOUS INTRODUCTION of these activities into their child's "play-time" each day, rather than a formal "it's time for school approach.
- A SELECTION OF ACTIVITIES based on what their child is most ready for or needs.

  Because the guides are developed for over 700 children who display a broad range of skills and readiness, a larger number of activities are included than we expect parents to do.

  With the guidance of their child's teacher, parents select the number and type of activities their child is most ready for or needs.

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AS A TEACHER, WE ASK PARENTS TO REMEMBER
THAT YOUNG CHILDREN LEARN BEST . . . . .

...from experiences that are concrete and active. For a child to understand the abstract concept of "roundness," for example, he must first have experiences with round things. He needs to feel round shapes, roll round balls, look at pictures and objects of round things (wheels, tables, etc.). For this reason, we include several activities using different experiences to teach basically the same thing.

...when the teacher starts with something the child knows or can do, then proceeds to something he does not know. Review an earlier activity at the beginning of each work period. This starts the child off with a successful experience before he tries something new.

...when the teacher is patient and the atmosphere is relaxed and free of tension and pressure. Sometimes adults try to rush the process of learning and push the child too hard. Unfortunately, when this is the case, the child may only learn that learning is no fun and something to be avoided if possible!

...when something can be accomplished or completed in a relatively short time. If your child becomes unduly restless---move to another activity or stop altogether for a while. Insisting he stay with an activity no matter what could cause him to develop a distaste for learning.

...when a skill or concept is reinforced through repetition. Even though a child does something one time may not mean he has mastery of the skill. Repeat activities from earlier issues as needed. Children enjoy doing the same thing over and over.

...when complimented rather than criticized for their efforts. Children, like adults, are encouraged to learn when their successes are recognized and their failures are overlooked or minimized. Be positive in both words AND actions.

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...when the learning is gauged to the child's level. The activities should provide the right amount of interest and challenge for a child.

If an activity is much too difficult for your child, do not frustrate him. Change to another activity that he can perform or understand. SUCCESS PROMOTES LEARNING; failure does not.

If an activity does not challenge your child, either increase the difficulty of the activity or move to another activity that requires a higher level of skill.

An example of how the same activity can be adapted:

PURPOSE OF ACTIVITY: To teach the concept that the numerals 0-5 stand for a certain number of things.

THE ACTIVITY: Number plates 0 through 5. Have the child place one of something (bean, spoon, etc.) on the plate marked number 1; two items on plate number 2, etc.

To make it EASIER: Concentrate on one numeral at a time. Have him count objects in a room: lamps, chairs, cookies at snack time, etc. Have him trace over a numeral, as you point out that this numeral "2" stands for two chairs, etc.

To make it more CHALLENGING: Can he place the correct number of objects on each plate without any help? Shuffle the plates; can he replace them in proper sequence? Shuffle the plates (empty); can he place them in proper sequence? Then proceed with plates numbered 6 through 10.

If you feel the guide's activities are consistently too simple or too difficult for your child, talk it over with your child's teacher. Together you can think of ways to adapt the activities to suit your child's individual needs.

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WE ALSO ADVISE PARENTS TO....

...not assume their child fully understands the meaning of a number or word just because you hear him use it and use it correctly. Please, do NOT skip the activities on the assumption that Johnny already KNOWS what that word means. See how he performs an activity before you decide that he already "knows how to do that."

...make home teaching a family affair. Not only mother, but dad, older brothers and sisters can contribute too. Establish the habit from the beginning of talking over which activities different members will take as "theirs."

...be alert to the everyday opportunities to spontaneously "teach" their four year old. For example, conversation about "How many plates are on the table, how many chairs are at the table, windows in the room, etc." will improve his ability to count AND his understanding that numbers stand for something.

Learning can take place indoors, outdoors, in the car, at the zoo, in the store. In a very real sense, the world is a classroom to explore with their child.

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Saturday School
HOME ACTIVITY GUIDE

1

In this issue: Learning About Me
Color Names and Games

I looked in the mirror and what did I see?
I saw somebody and it was ME.
I looked in the water and what did I see?
I saw my reflection and it was ME.
I stood in the sunshine and what did I see?
I saw a shadow and it was ME.
I looked in an album and what did I see?
I saw a picture and it was ME.

Learning About Me!

A child needs to have a clear, complete image of himself before he can relate himself to others and the world around him. These activities are designed to increase your child's understanding of his physical self and to help him develop an image of his own body.

This is ME

Introduce your child to himself in a full-length mirror! "This is Johnny Jones. Say, 'Hello, Johnny.' Hold out your hand to the boy in the mirror. What is he doing?" "Put your hand on your head, your shoulder; touch your nose, elbow, etc." Then ask, "How many elbows do you have? heads? toes? Let's count them and see."

How MY Body Works

Talk to your four year old about the different things the parts of his body can do. What are his ears used for, his eyes, his feet, etc? Why is his head hard rather than soft? Help your child make a scrapbook of pictures of hands doing all kinds of things; of feet; of faces; etc.

The Parts of ME

Have your child point to each part as it is named. He will enjoy repeating this until he can say parts of it from memory.

Here are my EARS,
Here is my NOSE.
Here are my FINGERS
Here are my TOES.

Here are my EYES,
Both open wide.
Here is my MOUTH
With TEETH inside.

Here is my TONGUE.
It helps me speak.
Here is my CHIN,
And here are two CHEEKS.

Here are my HANDS
That help me play.
Here are my FEET
That walk today.

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The Sounds MY Body Makes

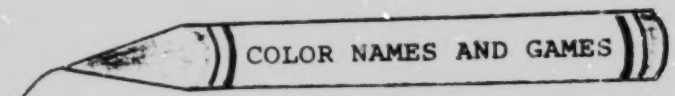
Have your child act out the rhyme as he recites ...

I have hands that clap, clap, clap.
I have feet that tap, tap, tap.
Hear my nose breathe in, in, in.
My teeth click, click when I move my chin.

What sounds can he make with his tongue, his voice (sigh, cough, cry, etc.).

Look-Alikes and Differences

Differences are much easier for young children to see than similarities. Looking in the mirror again, ask, "How do you look different from daddy?" (size, eye color, hair color, etc.). Also compare with sister, brother, friends, etc. "How do you look the same?" (one head, two arms, etc.).

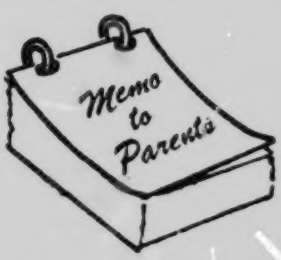


Color Clues

- Name the color of an object that your child can see. Let him guess the object you have in mind. "I see something blue. What is it?" From objects of single color, move to objects of several colors. "I see something red, white, and black. What is it?" (Take turns.)
- Find how many things in the room or house are red, blue, etc.
- Give your child a box of broken crayons. Have him sort them according to color and name each of the colors. (After he knows the basic colors, talk about how one color has different shades from light to dark. Acquaint him with the names used to distinguish these colors...red, pink, etc.)
- Provide a box filled with plastic toys of all colors. Use paper plates or cottage cheese cartons, each marked with a different color. Let your child sort the toys according to color.

Crayon Cues

- Your child learns in Saturday School to hold his crayon between the thumb and second finger, with the first finger resting on top. Check to see that he is controlling the crayon this way at home.
- Encourage free expression with crayons. Do not insist on coloring within lines or copying adult patterns.



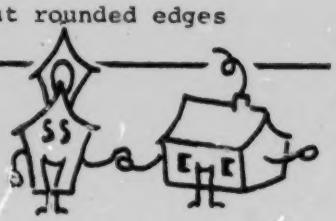
ENCOURAGE YOUR CHILD TO BE A CUT-UP!

Your child will gain skill with scissors ONLY through frequent use. Continually provide scissor-type activities throughout the year.

In cutting, as in reading, a child should hold the paper about 12 inches from his eyes.

If your child has difficulty controlling scissors, use a spring-type clothespin to get the feel of cutting action. If he is left handed, inexpensive "lefty scissors" can be bought in local dime stores and drug stores.

Newspaper is ideal for learning how to cut fringe and to cut rounded edges and circles.



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Saturday School
HOME ACTIVITY GUIDE

2

In this issue: Discovering Shapes
Introducing Scissors
Developing LARGE motor Skills

The Shape of Things

EVERYTHING WE SEE HAS A SHAPE.
An ape has a shape, and so has a tree.
And so has an ant, and a worm and a bee.
LOOK ALL AROUND YOU...WHAT SHAPES DO YOU SEE?

Learning About Shapes

Make some large size shapes using heavy paper or cardboard. Have your child trace around each shape with his finger as you talk about how that shape is different from the rest.

- ○ A circle - round, with no corners
- □ A square - 4 corners and 4 sides the same length
- ▭ A rectangle - 4 corners and 4 sides (2 short & 2 long)
- △ A triangle - 3 corners and 3 sides

- Let your four year old trace, with crayon, around the outside edge of the shapes.
- Place the shapes beneath white paper. Let your child color the entire sheet with one color. (The shapes' outlines will magically appear.)
- Blindfold your child, have him run his finger around the edge of each shape and identify it.
- Look around the house for objects that are square, round, etc.

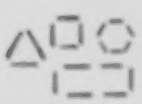
Creating with Shapes

Mr. Round Man
Using a round paper plate and colored paper shapes - make MR. ROUND MAN - using circles for eyes, nose and mouth.

Using a paper napkin, make MR. SQUARE MAN, using only squares for features.

Repeat with MR. TRIANGLE MAN and MR. RECTANGLE MAN.

Shape-a-design
Encourage your child to try cutting out shapes that you have drawn for him. See how many things he can create with his shapes: a train, a house, a wagon, etc.



Stick-Shapes
Let your four year old use toothpicks, popsicle sticks, or small straight twigs to create different shapes.

In the above activities, have your child name the shapes as he works with them.

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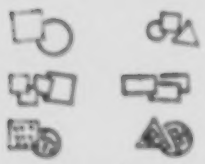
Sorting Shapes

Make shapes of different sizes and colors...play games such as:

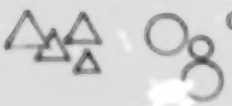


Put all the BIG shapes together, then all the LITTLE shapes.

Put all the SQUARES together, all the RECTANGLES, etc.

Put all the RED shapes together, the BLUE shapes, etc.

Find all of the shapes that are NOT squares, that are NOT circles, etc. (This may be difficult for a four year old.)



Count the triangles, the circles. Do you have more triangles than circles?

Let's Play Ball!

A child develops LARGE motor skills before he develops the SMALL motor skills necessary for paper and pencil work. Ball activities are ideal for developing large muscle control. Use a large ball, not fully inflated. (A balloon is a good ball substitute and safer for indoor play. Balloons may be used for throwing, catching, kicking, and hitting.)

- To a partner, have your child...
  Roll (bounce, then throw) while sitting, kneeling, standing.
  Turn back to partner, throw between his legs and over his head.
- Throw a ball - at a target 4 feet away (wastebasket or chalked circle).
- Throw a ball where someone tells him to - in front of you, next to a chair, under a table, into a wastebasket, etc.
- Bounce the ball - with both hands, then right hand, then left.
- Catch the ball - when rolled (then tossed) slowly, then faster.

HOP, SKIP, AND JUMP

In some issues, the activities are purposely placed in the order of difficulty.

Notice in the shape activities how the level of skill increases with each activity: From learning that DIFFERENT SHAPES have a name---to RECOGNIZING, then NAMING the different shapes---to SORTING shapes according to size, shape, or color.

Rather than a hop, skip, and jump through each activity guide to randomly select the order you have your child perform the activities---see if a "*" follows each section's headings. Beginning with this issue, this will indicate that the activities have been placed in order of difficulty and your child should perform them in sequence.

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Saturday School
HOME ACTIVITY GUIDE

3

In this issue: Listening Skills
Number Concepts

Let's Listen

Listening is important to learning. Good listening habits ARE LEARNED from an early age. These games and activities will help your child sharpen his listening skills.

Noise Hunts

Listen together to the noises INSIDE your house---refrigerator "purring", water running or draining, people talking, furnace blowing, broom sweeping, etc. Have your child tell you every sound he hears.

Take a walk around your block, by a construction site, on a busy street, or in a wooded area. Listen to the OUTSIDE sounds---birds chirping, leaves rustling, wind blowing, tires screeching, rock being shoveled. Talk about the sounds he hears. When you return home, see how many sounds he can recall.

Look through newspapers and magazines---talk about the pictures of things that make sounds. Have your four year old IMITATE THE SOUNDS.

Sound Detective

In a box or paper bag, collect a number of different textured materials familiar to your child. Ask him to close his eyes and try to identify the various articles by the sound each makes, such as... opening and closing scissors, cutting and crinkling paper, closing a book, writing with a pencil on paper, chalk on a board, etc. Take turns. Your child will enjoy being the sound-maker, too!

Little Sir Echo

Have your four year old repeat what you say and imitate the way you say it. Using loud voice and soft, high pitch and low, emphasizing different words, say, "How do you do?"; "The sky is blue."; etc.

Listen for the Last Word

Name several objects or things (animals, colors, numbers, etc.), letting your voice grow softer and softer. Stop suddenly and ask him to tell you the last word he heard you say.

Zoo Parade

Take an imaginary trip to the zoo! Whenever you mention an animal's name, have your child imitate its movements and sounds. To encourage intent listening, mention some of the animals in a soft voice or whisper. "Here's the lion's cage, what's he doing? See the elephant... kangaroo...big bird...monkey, etc."

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Before and After Game

Give your child verbal instructions to follow using BEFORE or AFTER. Start with simple directions and progress to more difficult and challenging ones.

"Touch your toes AFTER you touch your head."
"Jump up and down 3 times AFTER you clap your hands."
"Say your name BEFORE you shake your fist."

A group of children would enjoy playing this together with an older brother, sister, or friend giving the instructions.

The Numbers Game!

These activities are designed to not only help your child learn to count, but to also help him develop the concept that numbers stand for real things.

Counting-Carton

Use an empty egg carton. You may cut off two compartments so that only ten are left. Write a numeral (1 through 10) on each section of the carton.

Put 55 dried beans (or paper clips, etc.) in a pile. Say, "Put 1 bean in the ONE hole." "Put 2 beans in the TWO hole."...and so on. (Use 78 beans for a full 12 carton).

Match-a-Bean

Using the egg carton, place beans in only one side of the carton (1 bean in number one hole, 2 beans in number two, etc.). Let your child place the same number of beans in each corresponding section of the other half. Try 6 - 10.

A-Counting We Will Go

Make a game of counting that continues to develop the concept that 2 stands for two of something. Say, "Can you...

...jump up and down 3 times? ...wiggle your finger 5 times?
...hop on one foot 2 times? ...tap your nose 6 times?"

Stringing Fruit Loops or Cheerios

Make a stiff tip for easy stringing by wrapping scotch tape on one end of a piece of string or yarn. Have your child string the number you call out: "3 cheerios, 5 cheerios, etc." (If your child recognizes numerals, write the numeral instead of saying it).

TUB TIME CAN BE TEACHING TIME

There can be more to bathing a child than getting him clean behind the ears. You can also fill his head with lots of learning....about body parts, the colors and shapes of plastic toys, the counting of toys, fingers and toes, and the meaning of hot, cold; wet, dry; clean, dirty; rough (washcloth), smooth (tub surface).

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Saturday School
HOME ACTIVITY GUIDE

4

In this issue: Likenesses and Differences
Words That Describe

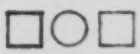
*Seeing Likenesses and Differences**

The Same Game

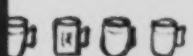
- Help your four year old fully understand the meaning of SAME (or ALIKE). Compare some objects that are EXACTLY alike---a pair of socks, mittens; two glasses, plates, bottlecaps, bowls, etc.
- Collect some matching "twosomes." Place one of each pair in a box or sack, place its mate on the table. Have your child pull an object from the box and find its match or mate.

- Then discuss objects that are alike in SOME ways---two balls the same shape, two crayons the same color, two spools of thread the same size and shape, etc. Play the "Same Game" again and have him tell you how the objects are alike (size, shape, color, texture, etc.).

More of the Same



- Place three objects on the table, two that match and one that does not. Let him select the two alikes. Possible groupings: blocks and ball, teaspoons and tablespoon, wooden and plastic clothespins, paper shapes, etc.

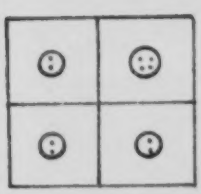


- Increase the total number of objects and vary the number of alikes. Go from objects that are obviously alike to those less obviously alike. For example, all but one object round: straw, pencil, cardboard tube, and block.

Helper 'Round the House

Your four year old can sharpen his eye for mates and matches by helping you sort socks on wash day, dry and separate silverware, arrange your canned goods according to kind, etc. Dad's little helper can sort nails, screws, and screwdrivers.

Difference Detective



Explain that difference means NOT like the others. Draw crayon lines to divide a piece of paper into four quarters. Collect foursomes that can be sorted according to size, color, or shape---buttons, safety pins, spoons, glasses, cups, jar lids, etc; three toy vehicles and a block, three blocks and a ball, etc. Let your four year old select the one that is different or does NOT belong.

** On all of the above have him TELL YOU WHY they are alike or different

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Progress from actual objects to simple line drawings. Have him circle the pumpkin face that is different. Have him find the two squares that are the same.

Odd One Out

Make three arrangements using 3 or 4 blocks. Make one arrangement different. Have him find the one that is different. Ask him to rearrange it so it will be like the others.

Go-Togethers

Collect some items that go together because of their use or function---needle and thread, spoon and fork, comb and brush, glass and cup, pen and pencil, ruler and tape measure, mitten and glove, etc. Place a number of these on the table and have your child place side by side the ones that go together.

Have him tell you why they go together. You may start by giving him clues: "Find two things used for drinking." "For sewing," etc.

Words That Describe

Magic Eyes

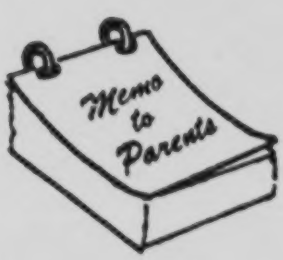
Have your child close his eyes, turn his head, open his eyes, and describe in detail what he sees---its size, shape, color, use, etc.

Can You Guess?

Describe something very broadly, such as: "I'm thinking of something hard." Talk about how many different things you could be thinking of that are hard. Give another descriptive clue, and then others until your child guesses the object. Then, let him be "it."

Out the Window

Have your four year old look out the window and describe something he sees (a tree, a sidewalk, car, etc.). See if you can guess what he is describing. Take turns.



ONCE UPON A TIME!

A regular reading time can be one of the greatest contributions you can make to your child's preschool education. A recent study* showed that TOP FIRST GRADE STUDENTS had been READ TO REGULARLY before attending school.

Reading can enlarge his vocabulary, improve his listening habits, and whet his appetite for learning.

*Study by Gallup International

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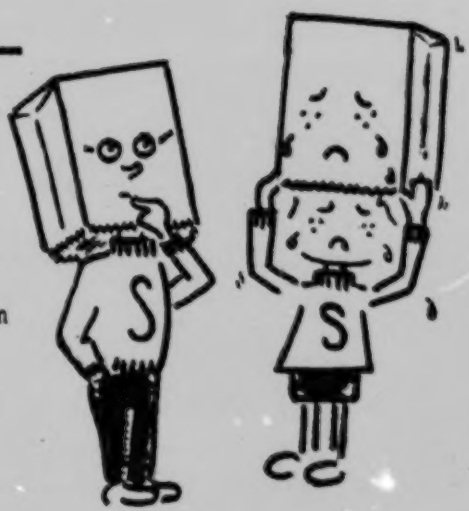
In this issue: Expressing Feelings
Size Differences



Expressing Feelings

Encourage your child to talk freely about his feelings--both good and bad. Help him understand that there are acceptable and unacceptable ways to express feelings.

Putting Feelings Into Words

- Children often need labels for their feelings, in order to express these feelings in words. Talk about what could make BOTH of you feel sad, excited, anxious, curious, happy.
- Have your child talk about the times he has felt frightened or angry. Reassure him that these feelings are NORMAL ones for children AND adults. Talk about how he acts when he feels frightened or angry. How else could he have acted? Discuss better ways to express these feelings.
- During story-time, talk about how the characters feel and why.

Faces and Feelings

Paper Bag Mask

- Convert a paper bag into a mask by marking and cutting holes for eyes. Show your child how to draw on a face that looks happy, sad, frightened, or angry. On the other side, draw a face expressing a different feeling.

  Continue to talk about feelings. Everyone feels happy sometimes and sad other times. What makes him happy? Sad? This mask has only two faces. Talk about how many faces he has!

- VOICES reveal feelings too. Talk about how our voices change when our feelings change. Voices sing, cry, shout, whisper, whine. Have your child put on his mask and show you how his voice sounds with his two different faces.

Making Faces Game

Play this game in front of a mirror so your child can see how his facial expression reveals his feelings. Take turns making a face (happy, angry, etc.). Let the other one guess how you feel. As you play, talk about the times he has felt this way and how everyone has these feelings at different times. Discuss ways to APPROPRIATELY express these feelings.

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Body Talk

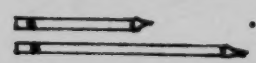
- Discuss how our gestures and body movements "tell" how we feel. Hands reach out or push away. Legs run toward (happy, eager) or away from (fearful, rejected). Bodies slouch (tired).
- Look through magazines and play a guessing game about how each person is feeling: tired, rushed, happy, frightened.

Size Differences

These activities will help your child to RECOGNIZE and COMPARE size differences AND to UNDERSTAND SOME TERMS used to distinguish these differences.

The Long and Short of It!

- Cut two strips of paper; one SHORT, one LONG. Talk about the meaning of SHORT and LONG.



- Then compare other objects (pencils, straws, string etc.) and have him tell you which is SHORT, LONG.

- Cut 5 strips of paper into graduated lengths. Start with only the longest and shortest. Then, one at a time, give your child the other strips. Let him discover where to place them according to length. (Then shuffle the strips and see if he can arrange the group.)

Size-wize

- Show your child two identical objects , one BIG, one LITTLE. Use balls, bowls, shoes, pieces of paper, etc. Have him tell you (at first with your help) which is BIG, which is LITTLE.
- Draw two objects (trees, triangles, kites, etc.) that are alike except for size. Have him tell you which is BIG, which is LITTLE.
- After comparing alike objects, compare the size of unlike objects: a chair and the cat; the sofa and a lamp, etc.
- Point out how some words have the same or similar meanings. Compare the same objects again using the words SMALL and LARGE.

Small...Big, Bigger, Biggest

- Start with extremes. "Is an ant BIGGER than a chair? Which is SMALLER, a cow or a cat?
- Compare three, then four, alike objects (pans, books, etc.). As he places them in order of size, which is smallest, bigger, biggest? Then compare unlike objects (a shoe, ball, button.)

Memo to Parents

THAT'S ABOUT THE SIZE OF IT!

Casual conversation that directs your child's attention to the size of objects can help him learn to observe and describe size difference. "See the LITTLE bird?" Which is SMALLEST (BIGGER, BIGGEST), the truck, our car or the motorcycle?" etc.

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In this issue: Sound Differences
Clothing Terms

Distinguishing Sounds

In learning to read, a child must be able to distinguish the different sounds he will hear in words---beginning sounds, ending sounds, vowels, etc. These activities will help train your child's ear to HEAR and DISTINGUISH SOUNDS: a first step. The last three activities will help train your child to REMEMBER what he hears.

Shake, Rattle and Roll

Acquaint your four year old with the "noisemakers" around the house that tinkle, jangle, ring, rattle, scrape, buzz, grate and bang. Then, with his eyes closed, see if he can identify the sound you are making. Start with sounds that are easy to distinguish, build to more difficult ones.

Clap 'n Tap

Help your child identify a STEADY BEAT (a sound pattern!). Have him:

- Clap an even beat while singing "Yankee Doodle," "Jimmy Crack Corn;" and while reciting together the nursery rhyme "Hickory, Dickory, Dock."
- Step with the beat while singing familiar songs: "Old MacDonald," "The Farmer in the Dell," and "The Bear Went Over the Mountain."
- March while singing marching songs.

Tempo Talk

Talk about tempo, FAST and SLOW, as you...

- Sing two songs with contrasting tempos: slow, "Brahms' Lullaby"; fast, "Skip To My Lou." Talk about fast and slow tempos.
- Experiment with a song's tempo, singing it faster and slower.
- Listen to a familiar song. Is it fast or slow?
- Move (sway, walk or run) to different tempos.

Slam-Bang-Shhh!

Discuss volume, LOUD and SOFT, while you...

- Listen to sounds around the house and neighborhood, that are:
  Loud - car horn, dog bark, door slam, dropped pan.
  Soft - cat's purr, mixer whirr, refrigerator hum.
- Sing a song. Start very softly. Repeat a little louder. By the fourth or fifth time, it should be loud (without shouting).
- Use body movement to indicate a song's volume: Loud (stand), Soft (sit).

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Little Sir Echo

Have your child echo the "beat" you make.

Clap, clap, clap, clap; Stamp, stamp, clap, stamp; etc.

A Trip to the Moon!

For this pretend trip, he will need to pack his bag! Send him for a specific item (shoes) to put in his bag. (To train him to listen the FIRST time---do not repeat the item he is to pack.) Increase up to three the number of items he is to go after at one time.

A Shopping Spree

"I'm going shopping to buy a teddy bear." (Child repeats). "I'm going shopping to buy a teddy bear and jumping rope." (Child repeats). ".... a teddy bear, jumping rope, and doll."; etc. Have your child continue to repeat the list as it grows. (You may also tour Ol MacDonald's Farm and name the animals and farm equipment you "see.")

The Clothes Line

A Garment For All Seasons

Leaf through the clothing section of both summer and winter catalogs. Talk about the garments you see---their names and what season you wear them. In what kind of weather to you wear a sweater? a coat? a sleeveless dress? boots? shorts? swimming suit?, etc.

X-Rated!

Discuss how sex can (sometimes!) determine the kind of clothes you wear. How are the clothes worn by boys, girls, men and women different? alike? Use the catalog to illustrate the similarities and differences.

Baubles, Bangles and Beads

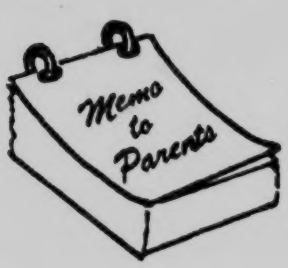
Use the catalog or your jewelry "chest" to illustrate the different kinds and names for jewelry worn by men and women.

Sew-Sew

Acquaint your child with the contents of your sewing basket. Talk about the names and uses of the different items.

It's in the Bag!

Hide an item of clothing in a paper bag. Give your child two or three clues about what it is and see if he can guess. Take turns.



IN ONE EAR AND OUT THE OTHER!

Have you ever heard yourself say that about one of your children? Have your children ever felt that way about you? Do you ever find yourself hearing them, without really listening to them?

CHILDREN LEARN TO LISTEN IF THEY ARE LISTENED TO. Your child's best lessons in listening can be the example you set!

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RUB DUB DUB!

A Special Rhyme Issue

"Count and Do."

Count to one.
Look for the sun.

Count to two.
Touch something blue.

Count to three.
Buzz like a bee.

Count to four.
Row with an oar.

Count to five.
Show how you drive.

"Five Little Squirrels"

Five little squirrels sitting in a tree,
(hold one hand up)
The first one says, "What do you see?"
(point just the index finger)
The second one says, "I see a gun!"
(thumb and index finger in gun position)
The third one says, "We'd better run."
(thumb, index, middle fingers running)
The fourth one says, "I'm not afraid."
(ring finger alone waves back and forth)
The fifth one says, "Let's hide in the shade."
(hand in fist)
BANG! goes the gun
(thumb and index finger in gun position)
And away they all run.
(all fingers running)

"Five Little Firemen"

Five little firemen, standing in a row
(hold one hand up)
One, two, three, four, five they go.
(point with index finger of other hand)
Hop on the engine with a shout
(long, sliding clap as if hands were cymbals; shout the word "shout")
Quick as a wink and the fire is out.
(wink)

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LITTLE HONEYBEES

(Hold up one finger at a time for each honeyb

One busy honeybee in the orchard flew.
Along came another! Zzzzzz!
Then there were TWO.

Two little honeybees near the apple tree.
Along came another! Zzzzzz!
Then there were THREE.

Three busy honeybees liked to explore.
Along came another! Zzzzzz!
Then there were FOUR.

Four busy honeybees flying to the hive.
Along came another! Zzzzzz!
Then there were FIVE.

Five busy honeybees buzzed around and then---
Zzzzzz! There was a swarm of bees---
A hundred and ten!

BABY CHICKS

(Hold up one finger at a time for each chick.

This little chick was the first to hatch.
This little chick went out to scratch.

This little chick made his two eyes blink.
This little chick took a long, cool drink.

This little chick said, "Peep, peep, peep!"
This little chick fell fast asleep.

Mother Hen called to the tiny things,
And they all crept under her soft, warm wings
(One hand on top of the other.)

She cuddled them under her wings of brown,
(Cup hands)
And they all went to sleep as the sun went do
(Palms together beside head.)

THE LITTLE PIGS

Two mother pigs lived in a pen.
(Hold up thumbs.)
Each had five babies and that made ten.
(Hold up both hands.)
These five babies were new and pink,
(Hold up left hand only.)
And these five babies were black as ink.
(Hold up right hand.)
But all ten babies liked to play;
(Wiggle fingers.)
They rolled and they rolled
In the mud all day.
(Roll hands.)
At night, with their mothers,
They curled in a heap,
And they squealed and they squealed
Till they went to sleep.
(Palms together beside head.)

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COLORS OF THINGS

Red, red. What is red?
The apple growing overhead.

Yellow, yellow. What is yellow?
A ripe banana, long and yellow.

Blue, blue. What is blue?
My kitten's eyes. She says, "Mew, mew."

Orange, orange. What can it be?
An orange growing on a tree.

Green, green. What is green?
A blade of grass or one string bean.

Purple, purple. Seven, eight, nine.
Sweet grapes growing on a vine.

White, white. What is white?
Fluffy cloud so soft and light.

RAGGEDY ANN

Raggedy Ann is my best friend.
She is so relaxed; just see her bend,

First at the waist, and then at the knee.
Her arms are swinging, oh, so free!

Her head rolls around like a rubber ball,
She hasn't any bones at all.

Raggedy Ann is stuffed with rags.
That's why her body wigs and wags.

SOLDIER DRILL

(Act out the indicated motions.)

One, two, one, two,
Stand up straight as soldiers do.

Three, four, three, four,
Crouch way down upon the floor.

Five, six, five, six,
Nod your head and give two kicks.

Seven, eight, seven, eight,
Hold your arms and hands out straight.

Nine, ten, nine, ten,
Stand like soldiers once again.

OBSERVING ROUNDNESS

Round is a circle; round is a ball;
Round is a button, large or small.
Round is a snowman made of snow.
Round is your mouth when you say, "Oh."

TAKE TIME OUT FOR
ONE, TWO, BUCKLE MY SHOE!

Encourage your child to memorize and recite poems.

Poetry trains the ear to hear sound-alikes and beginning and ending sounds---an important first-step toward hearing the phonetic sounds of letters and words.

Poetry introduces the child to new words and ways of putting words together and can also contribute toward improving certain speech problems.

Poetry with coordinating action also helps develop muscle and motor control.

And, besides, it's FUN! Children love to hear and repeat the same things over and over and over...

In addition to these verses, ACQUAINT YOUR CHILD WITH...

The Littles Jack Horner, Miss Muffet, Boy Blue and Bo Peep.

Georgie Porgie, Ol' King Cole, and a pumpkin eater by the name of Peter.

A Simon that's simple, a Jack that's nimble and a very, very contrary Mary.

Hey Diddle Diddle's cat and his fiddle, the Humpty Dumpty that sat on a wall, and the mouse that ran up the Hickory, Dickory clock.

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In this issue: Direction Words
Reproducing Patterns

Words That Tell Where

Help your four year old to FULLY understand the meaning of the following direction words. These also provide practice in listening to and following instructions.

Big Bird Says...

"Big Bird" asks your child to walk, crawl; hop or skip; etc.--- under, over; in, out; around, through and between.

"Big Bird says walk THROUGH the doorway." "Jump OVER the book and crawl UNDER the table." "Stand BETWEEN the table and the chair."

(Place a rope in a circle on the floor.) Jump IN the circle; OUT of the circle; AROUND the circle.

Obstacle Course

Set up an obstacle course using the chairs, jumping rope, books, wastebaskets, etc. Give directions using the above terms AND right and left: "Walk to the RIGHT of the wastebasket, step OVER the book, march AROUND the chair, skip to the LEFT of the box, walk BETWEEN the book and box."

"Do As I Say" Game

Have your child place, roll, or push a ball or small wheeled toy as directed, using right and left instructions. "Place the ball to the RIGHT of you, roll it to your LEFT, etc."

Play Policeman

Give your four year old a whistle and let him direct toy truck and car traffic to the right and left.

Below the Belt!

Draw a "belt" across the center of a piece of paper. Using an old catalog, have your child cut out and paste clothes he or she would wear ABOVE the belt (blouse, shirt, tie, etc.) and BELOW the belt (skirt, pants, shorts, socks, shoes, etc.)

Jumping Jack

Have your four year old move his body in different directions: "Jump UP, sit DOWN; lean to the RIGHT, to the LEFT; wiggle your RIGHT foot; move your head UP, row DOWN, wafe your LEFT hand, etc.

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Blocks, Books, and Boxes

- Shift the position of blocks, books, and boxes to illustrate the terms above, below, right, left, and between.
  "The blue block is ABOVE the yellow block.", etc.
- Then have him place the objects as you direct.
  "Place the red book to the RIGHT of the green book.", etc.

Grab Bag

- Put a few small toys (including blocks) in a small bag or box. Have your child remove a toy, then tell him where to place it. Use ALL of the previous terms. (Start with one direction at a time; then two; then three.)
  "Place the doll UNDER the chair." Stack 2 blocks: "Point to the one ABOVE, the one BELOW."
- Then you place the toy and ask your child to tell you where it is.
  "Where is the car?" Your child: "The car is UNDER the chair." (If he answers with an incorrect term, do NOT tell him he is wrong. Ask him if he can tell you in a different way).

Reproducing A Pattern

Copying patterns by color, shape, and size relates to seeing the "pattern" of letters in words---a skill needed for reading and writing. In all patterning, be sure your child begins on the LEFT and works from LEFT to RIGHT, as in reading and writing.

String Along

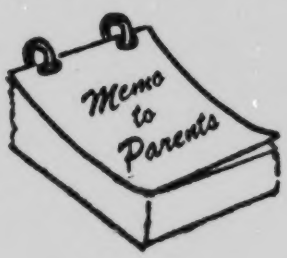
String according to a pattern: spools of colored thread, painted spools, discarded beads, and assorted buttons.

1 red spool, 2 blue spools, 1 white
2 large buttons, 1 small button, 1 middle-size

Place a Pattern

On a white sheet of paper, make a pattern (yellow circle, 2 red triangles, 1 blue square) and have your child copy it. Use: blocks, beans or seeds, big cut-out magazine or newspaper letters or numerals.

To improve his VISUAL MEMORY, let your child (after some practice) "study" the pattern, then reproduce it from memory.



GEE AND HAW!

Don't despair. Horses learn their right from their left. Your four year old will too! It just takes time, patience, AND repetition.

For the next few weeks make a conscious effort to work right and left into the conversation. "Johnny is sitting to the RIGHT of Daddy." "Let's put your RIGHT shoe on your RIGHT foot."

Help him learn his right hand from his left, by placing either a colored mark or band-aid on the back of his right hand or a piece of yarn or string on his right wrist.

Before you know it, he'll know Gee from Haw!

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In this Issue: Identifying A Set
Recognizing Equal And Unequal Sets

Set-ing Pretty!

The following activities will help your four year old learn to IDENTIFY A SET as a collection of objects having a common property (function, size, color or shape). For example, a group of construction paper shapes, cut in different colors and sizes, could be grouped into sets according to:

- Color (all reds together, all blue, etc.)
- Shape (all squares together, all triangles, etc.)
- Size (all big ones together, little ones, etc.)

Button-Button!

Let your four year old sort the buttons in your button box according to shape, color, then size. Have him count the number of buttons in each group.

Easter Egg Hunt

An out of season Easter egg hunt can be a fun way to give your four year old some sorting experience. Place a variety of small objects or candies in plastic Easter eggs (gum drops, Life Savers, etc.; or marbles, buttons, pennies, etc.) Hide them for her to seek. Then have her sort the items---grouping together (in a set!) those items that are alike. Can they also be grouped according to shape (round things together) and color?

Sorting for Shape and Size

Gather an assortment of objects: buttons, cereal, macaroni, beads, nuts and bolts, straws (cut different lengths), etc. Give your child a container with compartments: egg carton, muffin tin or tackle box. Let him sort the objects into compartments, putting all objects together that are alike in some way: shape, size, etc.

Sorting Shapes

Use the same colored construction paper shapes (in different colors and sizes) you may have made earlier. (Refer to Home Activity Guide Number 2, page 2.) Make sorting shapes more challenging this time by letting your child determine for himself different ways to group the shapes. After he groups them one way (perhaps all the same shapes together), ask him if he can think of another way to group them (perhaps color or size).

Matching Sets

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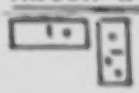
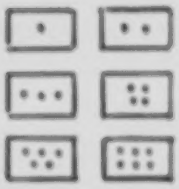
These activities are designed to help your four year old learn to distinguish, through matching, SETS that are EQUIVALENT (equal in number) and NON-EQUIVALENT (unequal in number). Start with a group of objects 1 through 5; then progress to 10.

Match-a-Batch



- Have your child match dominoes that are store-bought or homemade.
- To make your own: (Make two complete sets, 1 through 10)



- Punch or cut holes in small sheets of paper. Cut one hole on one sheet, two holes on another, etc. Have your four year old paste each of these on bright colored paper.
- Start by having him feel the holes as he counts them.
- Then have him match the dots. (Start with 1) Explain first that the same number of dots means they match or are equal in number; a different number of dots means they do not match or are unequal.

Daily Double

Place two shoe boxes side by side. In each box, place an equal (or unequal) number of objects (crayons, blocks, spoons, etc.). Have your child tell you if there is an equal or matching number in each box or an unequal or different number in each box. Count them together to see. After you place the objects in the boxes several times....

Have your child place either an equal or unequal number in each box and tell you whether they match or not.

Paper Plate and Pennies

Place pennies---equal or unequal in number---on two paper plates. Take turns. First you place the number of pennies and let him tell you if they are equal or unequal; then let him place the pennies, and you tell him if they match or not. (Give an incorrect answer on occasion to see if he catches you!)

Coffee-Can-Count

Make matching a guessing game. Place an equal or unequal number of small objects in a coffee can. Let your child lift or shake the can and guess by weight and sound if the contents are equal or unequal. Remove the lid and count them to see. Take turns.

DOUGH-A-DEER!

Play dough, clay, and plasticene are ideal for rolling, pounding and shaping into simple forms and animals. Playing with dough not only stimulates the child's imagination, but the development of small hand muscles as well.

Here's an easy play dough recipe that you and your child can make together:

Mix: 3 cups plain flour
1/4 cup salt

Add: 1 cup water, with food coloring
2 Tbsp. salad oil, gradually

Add more water if dough is too stiff or more flour if it is too sticky. Store in an airtight container--a coffee can or jar.

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In this Issue: Dressing Do's
Left AND Right
Left TO Right

Dressing Do's

Encourage your four year old to dress himself ---from top to toe, for indoors and out. Please, Mom, resist the temptation to do it for him. So he wears his left boot on his right foot and his cap is considerably askew ---the best way for him to learn is by doing it FOR HIMSELF.

Help Him to Help Himself

- Let him DO WHATEVER HE CAN UNASSISTED. Offer assistance ONLY when needed, rather than automatically doing it for him.
- ALLOW SUFFICIENT TIME for him to dress and to put on or take off his wraps. A repeated "Hurry up, Harry! We're late!" can cause him to feel hurried AND harried.
- SHOW HIM HOW to perform the more difficult dressing tasks, patiently and repeatedly. We often ASSUME a child AUTOMATICALLY knows how to button and buckle!
- APPROACH A COMPLICATED TASK or a dressing goof so he will STILL FEEL CAPABLE. Suggest taking turns, "First you try, then I will." rather than, "That's buttoned crooked. (Sigh!) Here, I'll do it."
- SELECT LARGE enough clothes, particularly boots and outer clothing, so he can manage them easily. Come kindergarten time, he will be expected to buckle his own boots and manage his own wraps.

Zip, Button, and Snap

- Make a practice book with stiff fabric pages (felt or denim).
  ATTACH:
  A LARGE BUTTON; on the preceding page cut a LARGE BUTTONHOLE.
  LARGE SNAPS; sew the connecting halves on the back of the preceding page.
  TWO LONG PIECES OF YARN or seam tape for tying.
- Provide opportunities for your child's small fingers to practice on adult clothes that have large buttons, zippers, and snaps. For easier handling, you may spread the garments on the bed or floor.

All Tied Up!

Little hands find it easier to tie extra large items---a bathrobe belt or thick rope around a bedpost or chair, Daddy's shoelaces, etc.,---before "graduating" to their own mini-size shoestrings.

Let him practice AND practice the first cross over until he is sure of this step before you show him how to tie the bow.

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Silly Sally Says

To improve his understanding of the order of dressing, play: "Silly Sally says, 'Put on your coat, then your dress!' Is that silly? Why?" "Silly Sally says, 'Put on your socks, then your shoes!", etc.

All in the Family!

Take an imaginary trip to grandma's. Help your four year old "pack a bag" with one complete outfit for each member of the family. Use actual clothing and a suitcase or catalog cut-outs and a shoe box.

Have him tell you the name of each item of clothing he has packed and why. Has he left anything out? Is someone going to have to go barefooted? etc.

Right On!

Review RIGHT AND LEFT ACTIVITIES from Issue Number 7.

"Johnny One Hammer"

Johnny works with ONE hammer,
(Child hammers with right hand)
One hammer, one hammer,
Johnny works with one hammer,
Then he works with two.
(Add left hand, keep right going)

Johnny works with TWO hammers, etc.
Then he works with three.
(Add right foot, keep hands moving)

Johnny works with THREE hammers, etc.
Then he works with four.
(add left foot)

Johnny works with FOUR hammers, etc.
Then he works with five.
(add nodding head)

Johnny works with FIVE hammers, etc.
Then he takes a nap!

If YOUR Johnny or Jamie hammers with his right hand when it should be his left, make him a paper bracelet to wear on his right arm and ankle.

Left TO Right

Many young children have a natural tendency to read and write from right to left and from bottom to top. It may take considerable concentration THROUGHOUT THE YEAR to train him to go the other way.

Stop and Go

Take a cue from the traffic signals---red for stop, green for go---to help your child learn where to begin on his paper in drawing lines or writing letters or numerals. Place a green dot or circle at the upper LEFT hand corner to show him where to START. A red circle on the RIGHT side to tell him where to STOP, then back to green to start again!

EYES RIGHT!

At reading time, sweep your hand or finger across the page to show how the words move from left to right. Point out where the first word begins on the page and how the lines go from top to bottom.

From time to time read labels on cans and boxes, colorful ads in magazines, posters in stores, etc., moving your finger from left to right to show the direction the words are written and read.

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Saturday School
HOME ACTIVITY GUIDE

10

In this issue: Hand-eye Coordination
Visual Memory

Coordinating the Hand and Eye

For the Birds!

String Fruit Loops or Cheerios on a string. Hang it on a tree limb for the birds to breakfast on.

Hitting the Nail on the Head

Let Daddy help your child hammer various size nails into soft scraps of wood. Daddy can also let his "junior helper" sort screws and screwdrivers, according to size and type.

Punch-a-Balloon

Attach a string to a balloon and hang it from a door facing. Have your child hit the moving balloon with his hand. Stress that he keep his eyes on the moving balloon.

Bleach Bottle Ball Toss

Cut out the bottom of a plastic bleach bottle. Tie a whiffle ball to the handle with a piece of string about 2 feet long. Have your child hold onto the bottle's handle, give the ball a toss, and try to catch it in the bottle.

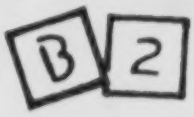
Lace a Little

Make sewing cards from cardboard cut into 6" to 8" squares or simple designs and progress to fabrics that a needle will easily go through. Use darning yarn or embroidery thread. Girls can make doll blankets, boys a pair of oilcloth or plastic snow mittens. (Punch holes around the mitten edges for easy stitching.)

A Gift for Grandma

A potholder container can be made with 2 paper plates---1 whole, the other cut in half. Punch holes, about 1" apart around the edges. Show your child how to lace in and out of the holes with a shoelace, string, or yarn. (Stiffen the ends with cellophane tape.)

Spin a Yarn



On a piece of cardboard use a crayon to write in large letters either your child's name or numerals 1 through 5. Help your child dip yarn or heavy string into starch and squeeze out the excess. Let him place the yarn on the lines of the numbers or letters. Let it dry.

The Eyes Have It!

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Children need practice in thinking carefully about WHAT they see and REMEMBERING it.

See and Tell

- Show your child a picture, such as a boy pulling a wagon with a dog in it. Take the picture away. Then have him tell you as much as he can about the picture. Ask, "What did you see in the picture?" ("Boy".) "What was the boy doing?" "What was he wearing?"
- Repeat this activity using several different pictures.

The Missing Link

Place a few objects on a tray: scissors, spoon, paper clip, cuff link, etc. Say, "Look closely. Try to remember everything here." Ask him to close his eyes, then take one thing off the tray, perhaps the link, and hide it. "Open your eyes. What is missing?" (Gradually make the game harder by adding more objects.)

Make Mine Vanilla, Strawberry and Orange!

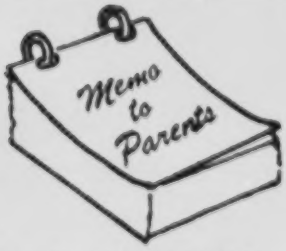
For cones: Triangles of either brown or neutral colored paper. Make 6. (3 for you and 3 for your child.)

Ice cream: Different colored circles. Make 2 of each. (One set for your child; one for you.)

As you place on the table 3 cones, each with a different flavored "ice cream", say: "I went to the ice cream parlor and ordered a VANILLA ice cream cone, a STRAWBERRY cone and an ORANGE one." Let your child look at them briefly. Then cover your cones. Have your child "fill" his cones with the same "flavors" placed in the exact same way. If your child has difficulty doing it from memory---you may start by having him look at your cones while he reproduces them.

Whether Mr. or Ms.

- Dress a paper doll. Have your daughter look at it and talk about what it's wearing. Then have her close her eyes. Remove or add an article of clothing. "What has been added...or taken away?"
- If your four year old is a boy, place 3 to 6 small items (marbles, rubber bands, nails, etc.) in the back of a dump truck. Remove or add an item. Can he tell you what has been added or taken away?



BUILD HIM UP...DON'T PUT HIM DOWN

PATIENCE is something that parents can sometimes lose in a hurry when working with their own children. Showing exasperation, disgust, or downright irritation by tone, words, or actions will DISCOURAGE your child from learning and can cause him to feel defeated and "dumb". (Wouldn't it cause you to feel that way?)

"ENCOURAGEMENT", says psychologist Dr. Dinkmeyer of Michigan State, "stimulates the child to do his best. Although the child may be far from perfect in his performance, commend him. This enables him to grow in belief in himself and his abilities." So bite your tongue, mother, if a put down instead of praise is about to surface.

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Saturday School
HOME ACTIVITY GUIDE

11

In this issue: Understanding Numbers
Developing Small Hand Muscles

*Understanding Numbers**

Many young children can count by rote but do not fully understand what the numbers mean: that the numeral "3", for example, stands for three of something.

In Saturday School your four year old is learning these math terms:

- The numeral "3" is a FIGURE or SYMBOL that represents three objects.
- Number refers to the ACTUAL QUANTITY of objects, such as three pencils.

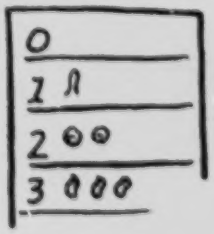
  The number (or quantity) of three pencils is represented by the numeral (symbol) 3.
- A set is a GROUP OF OBJECTS, such as a set of three balloons.
- The empty set is represented by 0 (zero), meaning NONE OR NOT ANY.

In all of the following activities, start with numerals 0 through 5. then when your child is ready, proceed to 10. You may even want to concentrate on only 2 or 3 numbers at a time (0 through 3; then 4 and 5; etc.).

Zeroing In

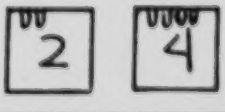
To help your child understand the meaning of ZERO, count the number of crocodiles in the bathtub or members of the family who have three eyes! Let him suggest other silly EMPTY SETS.

Paste a Poster



- Divide the paper horizontally into 10 rows.
- Number each row down the left hand side from 1-10.
- Help your four year old paste the corresponding number of items in a line beside the numeral (use buttons, life savers, bobby pins, paper clips, etc.
- Arrange the items so your child can easily see that each successive numeral stands for ONE MORE.

Clipped



Number cards 0 through 10. Start with cards 0 through 5; then 6 through 10. Have your child place the corresponding number of paper clips on each card.

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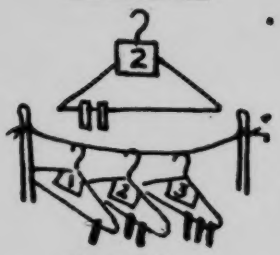
Hang Ups



- Attach large easy-to-read numbered cards (0 through 10) to coat hangers. Have your child place the corresponding number of clothes pins to each hanger.

Tie a rope or sturdy string between 2 chairs. Help your child place them in order several times. Then scramble their order and have your child place them in order by himself. Start with 0 through 5; then 6 through 10; then 0 through 10.

Sumsets

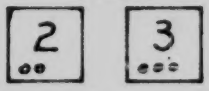
Write the numerals 0 through 5 or 10 on separate pieces of paper or cards and put them in a bag. Assemble ten of each...blocks, buttons, paper clips, etc. Let your child draw out one piece of paper at a time and make a set, using the corresponding number of blocks, buttons, etc.

If he does not recognize the numeral, read it to him. Have him repeat it AND trace the numeral with his finger as he says it.

Developing Small Hand Muscles

Small hands need lots of practice in strengthening the muscles of the hand that are used in drawing, writing, and cutting.

Punchy



Punching paper with a common paper punch provides good hand exercise. On small cards, write the numerals 1 through 10. Have your child punch the corresponding number of holes on each card.

Clothespin Catcher

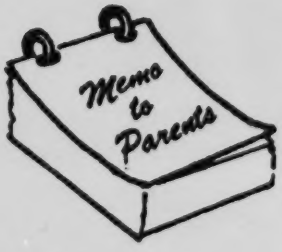
Make a game of opening and closing a snap-type clothespin. See how many objects your child can pick up with the clothespin...sticks, string, pencils, rubber bands, etc.

Pick-Up-Sticks

If you haven't a set of pick-up-sticks, make your own with slim twigs. It's an excellent game for developing good finger control or dexterity.

Tracing

Using a crayon or pencil to trace around simple pictures, large letters or numbers provides practice in finger control.



IN A SPIN?

Store-bought games that use a numbered spinner can help your child learn to count, recognize numerals, and understand that the numerals stand for something (3 moves, etc.).

Take a look at your child's toy collection and set aside in a special spot some simple number games your four year old can play with you or older sisters and brothers.

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Saturday School
HOME ACTIVITY GUIDE

12

In this issue: See and Feel Activities
Reproducing Patterns

See and Feel

Before comparing opposites by sight and touch, be sure your child FULLY UNDERSTANDS the meaning of the terms you are using:

*Start each of the following activities by illustrating the MEANING of the term.

"The toast feels rough. Now feel the table. Does it feel rough? It is not rough; it is smooth."

*Also ask questions about his "sight" and "touch" discoveries:

"How do you know it is smooth? You can't feel any bumps? How do you know the feather is light? You can hardly feel it?"

Touch and Tell (Hard and Soft)

- Make a game of collecting items that are hard or not hard and place them in boxes or bags labeled "hard" or "soft."
- Take a hard or soft object and place it in another bag. Blindfold your child; have him reach in with both hands, feel the object, and tell you how it feels (soft or hard).
- Then place all objects on the table. Let him sort them according to "soft" and "hard."

Get Rough! (Rough - Smooth)

Collect 3 or 4 grades of sandpaper.

- Let your child see how the one made with the largest grains is roughest, and so on down to the one that looks and feels the smoothest.
- Cut two pieces of each grade of sandpaper and see if he can match them by sight, then by feel (covering his eyes).

Glue pieces of fabric to cards. Make two of each kind. Match by sight and feel. (Good fabric scraps are corduroy, wool, nylon, and satin).

Let him feel wood that has been sawed, then sanded. (Let him sand it).

Getting It Straight!

- Have your child feel along a STRAIGHT side of a table. Ask him to look about the room and name other edges that would feel this straight. Repeat with CURVED surfaces.
- Then have him feel an object and tell you whether it is straight or curved. The book is..."straight." The ball is..."curved."
- Ask your child to: Walk a straight line, a curve. Make his body a straight line, a curve. Draw a straight line, a curved line, etc. Lay a string or rope (6' long) in a straight line, a curve; and walk on the string.

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A Weighty Problem (Heavy - Light)

Assemble, for example, a marble, cotton ball, and rubber ball. Ask your child which is the heaviest. Before he decides, let nim feel them and hold them. (The smallest thing is not always the lightest!)

Tell Me About It

Ask your child to look at, feel, and lift a toy or object and tell you as much about it as he can (hopefully using the terms he has been learning). Example: The toy kitten is "soft," "curved," "light."

Reproducing Patterns

In each of the following activities:

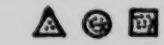
* Have your child reproduce your pattern exactly.
* Start with three items in a single pattern, and build to four or five.
* Draw or show him only one pattern grouping at a time. Several are shown here as illustrations only.
* After some experience, let him "study" the pattern for ten to 20 seconds, then remove it and reproduce it from memory.

Use colored construction paper cut-outs for the following. The patterns may be easier for him to see if they are placed on white paper.

Going In Circles!

Use the same shape but a different color for each.

Shape Up!

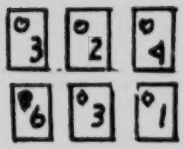


Use different shapes, but the same color.

Combo!

Use different shapes, each a different colo:

Card Shark

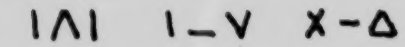


- Remove all the hearts from two decks of playing cards. One will be your "deck" for setting up the patterns, the other will be your child's "deck" for duplicating your patterns.
- Then combine two suits (one red, one black) for matching both numbers AND suits.

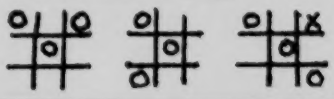
Some ideas for patterns you may have him duplicate. (Three different patterns are illustrated. Show your child only one pattern at a time.)

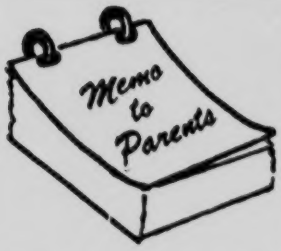
Dot-Dot-Dash

Drawing the Line!



Tic Tac Toe





TEN EASY PIECES

Puzzles provide experience in recognizing color, shape, and patterns that go together.

Be sure, however, your child's toy shelf includes puzzles scaled to his skill and experience. Puzzles with too many tiny pieces can discourage, one with too few will not challenge. If putting puzzles together is a NEW experience for him, start with a few easy pieces and build up to 8, 10, 12, etc.

Also show him how to go about reassembling a puzzle. Let him see the completed puzzle first, then how to disassemble and group together the puzzle pieces with similar colors, etc.

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Saturday School
HOME ACTIVITY GUIDE

13

In this issue: Terms to Teach
Before and After

TERMS TO TEACH

Review "words that tell where" from issue Number 7. Play again "Big Bird Says," using...

over	in	right	above	around
under	out	left	below	through

Then introduce these new terms...

Block Party

Use two and three blocks to illustrate the meaning of in front of, behind, beside, on top of, on the bottom, and in between. Then let your child place the blocks as you direct, "Put the red block behind the blue block.", etc.

Down and Out

Have your child put his arms out, then down; his right arm up, then down, then out; his left foot up, then out, down, etc.

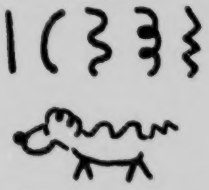
Hide 'n' Seek

Hide an object and ask your child to find it. As he moves around the room--give near, nearer and far, farther clues. "You are NEAR ...now FARTHER away, etc." Take turns.

The Long and Short of It!

Use a short and long piece of string to illustrate the meaning of long and short. Then collect some items of two different lengths (pencils, straws, scissors, strips of paper). Have your four year old tell you which is LONGER and SHORTER.

Line Play



Draw some lines and describe each one---
straight, curved, wavey, looped, slanted, zigzag
Then let your child draw some lines and tell you about them. Perhaps he can make a funny animal using some of these "funny" lines.

"X" Marks the Spot

Provide your child with some pieces of paper and a crayon. Help him locate and draw X's at the top, middle, and bottom of the page. Then help him locate and draw an X at the top, right-hand side of the paper; at the top, left-hand side---the bottom, right and bottom, left side of the paper.

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BEFORE and AFTER

These activities will help your child to recognize the order of events in stories and the routine of everyday life.

ILLUSTRATE THE MEANINGS of words "before" and "after" with examples:

"Wash your hands BEFORE you eat means wash your hands first, then eat." "You may have a cookie AFTER you put your toys away means put your toys away first, then you may have a cookie."

Before and After Game

This game will also help train your child to listen and follow two directions that are given at one time.

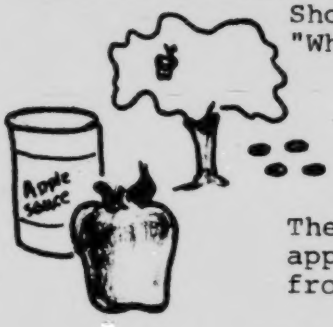
"Clap your hands before you sit."
"Jump up and down after you count to three."
"Tap your right foot before you wave your left hand.", etc.

Go-Together Pictures

Look through magazines with your child and cut out pictures that are related: in one picture a bowl with cake batter, in another a cake; a baby and an adult; lumber and a table; a cow and a carton of milk.

Spread the pictures on a table. Pick up one picture and say, "Can you find a picture that goes with this one?" Then talk about WHY the pictures go together. "Why does the potato go with the french fries? Right! French fries began as a potato." Then discuss each step from potato with peel---to french fry.

Which Comes First?

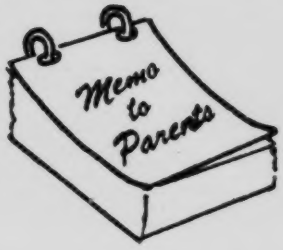


Show your child an apple (orange or lemon, etc.). Ask, "What do you think is inside the apple?"

Cut the apple in half and show him the seeds. "What would happen if we planted the seeds?" Show a picture of an apple tree. (You may want to plant the orange or lemon seeds. Citrus seeds usually sprout indoors).

Then, place on the table: apple seeds, a picture of an apple tree, an apple, and a picture or a product made from apples (pie, juice, etc.). Ask:

"Which comes first? What next?" Let him place the items in proper sequence as you discuss them.



MAKE THE MOST OF MISTAKES

If your child makes a mistake or gives a wrong answer during an activity, help him LEARN from that mistake. Teach him to take it in his stride, recover and go on....rather than making him feel distress, panic or discouragement. Let him know mama and daddy will understand, patiently help him and give him another chance....that they will NOT scold or show disapproval or disappointment. Your approach should build rather than defeat -- encourage rather than discourage.

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Saturday School
HOME ACTIVITY GUIDE

14

In this issue: The Sense of Smell
The Tongue and Taste

THE SMELLING SENSE

As your four year old looks at his nose in a mirror, talk about its purpose:

- Look at the nose's shape, feel the bone structure under the skin.
- Count the nostrils that help him breathe, talk, and smell. Have him hold his nose and breathe, talk, try to smell.
- Notice the little hairs in the nostrils that filter out or "sweep a-way" the dust in the air so it won't get into his throat.
- When he breathes cold air in the winter, his nose warms the air so it won't hurt his lungs. Have him breathe through his nose onto the mirror. As warm air is breathed out, it creates steam on the mirror!

To heighten his sense of smell, play the following "games."

The Nose Knows!

Demonstrate how his nose helps tell him what things are. Fill three baby food jars with water, white vinegar, alcohol (or any three clear liquids). Close the lids, then ask your child to tell you which jar contains the water. It will be impossible! Then have him uncap the jars and tell, by smelling, which is the water, vinegar, or alcohol.

A Smelling Tray

Prepare a smelling tray of soap, shoe polish, ammonia, perfume, bath powder, vinegar, orange, apple, sawdust, vanilla, vapor rub, etc.

- Blindfold your child and let him guess, by smelling, what the above items are. (If he objects to being blindfolded, you may pull a knit cap down over his eyes, or "hide" the items in a bag or small box.)
- Then acquaint him with the terms used to distinguish smells:

  Is the smell strong? or weak? Compare a strong smell (ammonia) and a mild scent (apple).

  Does it smell good, pleasant? or bad, unpleasant? Have him separate the pleasant and unpleasant smells on the tray.

  Is the smell familiar, one his nose has smelled before? or unfamilar, a "new" smell?

A Smell Tells!

Talk about how smells do tell---if the pot roast is burning, spring is in the air, a bakery is nearby, a skunk was here!, etc. As you shop, increase your child's awareness of the different smells of places (barber, vet's, etc.) and things (candles, new shoes, etc.).

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THE TONGUE and TASTE

Have your child look at his tongue in the mirror. Tell him his tongue helps him chew, swallow, talk, and taste.

Have him hold his tongue and try to swallow, then talk. Have him stick his tongue way out. Talk about its color and roughness. The bumps are what we taste with, TASTE BUDS. Have him sip a flavored drink, without a straw, then with a straw, (trying to avoid the taste buds). Is there a difference?

Types of Tastes

We taste different things with different parts of our tongue. Try it. From the front to back: sweet, salty, sour, then bitter.

Let him compare the tastes of the following foods: (To help his tongue remain sensitive to taste, all bites should be very small).

- Sweet and Sour---unsweetened and sweetened juice (lemon or orange) a sweet food (candy) and a sour one (dill pickle)
- Bitter---cocoa or coffee WITHOUT sugar
- Salty---potato chips, crackers, etc.

Food Textures

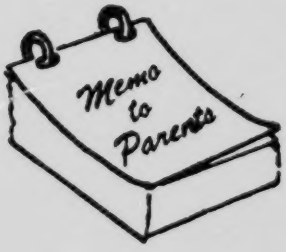
The tongue also tells us about the different textures of food. Have your child taste and tell you how the following foods are different:

- Soft foods (jello, pudding) compared to crisp foods (apple, celery)
- Dry foods (cereal, crackers) compared with juicy foods (tomato, pear)
- Sticky foods (peanut butter, cheese, caramel)

Nose and Tongue Teamwork

Illustrate how the nose and tongue work together to produce the taste of foods. Have your child close his eyes:

- As he smells a slice of apple, give him a slice of potato to eat. Was his mouth surprised? Try other foods.
- While he also holds his nose, have him taste a food. Since we can't taste very well without smelling, can he tell you what it is?



STUFF and THINGS!

Food cannot only be sniffed and tasted...it can also be assembled into an original work of art!

Help your four year old assemble some foods for a collage. (A collage is a group of 'stuff and things' arranged "artfully" then glued to colored construction paper or fabric covered cardboard.)

You can use rice, popcorn, macaroni, beans, egg shells, peanut shells, dried parsley flakes, orange seeds, etc. The macaroni can be soaked in water (tinted with food coloring if you like!) and will stick without glue. Eggshells may be colored by soaking in 1/2 cup of hot water, 1 tsp. vinegar and food coloring.

PLEASE...LET YOUR CHILD do the designing! Resist the temptation to decide for him where the objects will be placed

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HOME ACTIVITY GUIDE

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In this issue: Sorting and Classifying
Good Times with Rhymes

A GOOD SORT

CLASSIFYING is the skill of sorting or grouping together things that are similar in one or more ways: size, shape, function, color, or material, etc. Your child must first be able to distinguish SAMENESS and DIFFERENCE (issue number 4). Four year olds find it easier to distinguish and describe differences than likeness.

Show your four year old how you sort items in cabinets, drawers, closets, etc. When shopping, point out how stores sort their merchandise into sections or departments.

Laundry Line

As you sort the laundry, show your child the separate piles you make. Make sorting game-like by holding up an item and letting your four year old tell you which pile it belongs to. Let HIM sort and pair the socks and tell you how the matching socks are alike.

Collectors Items

Help your child collect an assortment of objects:
buttons, macaroni, paper clips, beads, gumdrops, washers, nuts, bolts, bottle caps and lids, straws cut different lengths, etc.

Give your child an empty egg carton or muffin tin so he can sort the different items into the compartments.

Pantry Party

Let your four year old sort your canned foods in as many ways as he can. At first suggest some ways to sort them, then see if he can "see" other ways. Some possible groupings:

- size (small, medium, large)
- kind (fruits, vegetables, soups)
- color (yellow, green, orange, etc.)
- vegetables (peas, green beans, corn, etc.)

In all cases, have him tell you how they are alike. "These are all yellow."

Boxing Match

Collect boxes of various sizes and shapes (several of each). See if he can figure out for himself how to sort them in several ways, such as: size (large and small), shape (rectangular, square, heart-shaped), with or without printing; white or colored, etc.

RHYME TIME*

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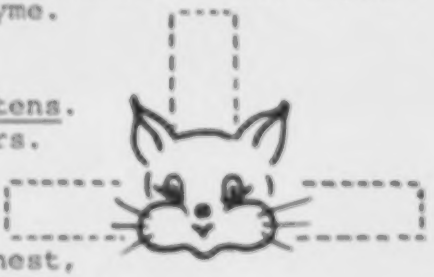
In learning to read, a child usually distinguishes rhyming words and ending sounds before he "hears" the beginning sounds of words. Illustrate to your child that rhyming words sound alike at the end. (Hat--Cat, House--Mouse, Pair--Share).

Act One

Let your child use his own imagination to act out such rhymes as "Humpty Dumpty," "Little Miss Muffet," "Jack Be Nimble," etc. Emphasize and call attention to the words that rhyme.

A Fingerplay: Five Little Kittens

Help your four year old make five little kittens.
Tape the tabs back to fit your child's fingers.



Five little kittens
Sleeping on a CHAIR
One rolled off,
Leaving four THERE.

Four little kittens,
One climbed a TREE
To look into a bird's nest,
Then there were THREE.

Three little kittens
Wondered what to DO,
One saw a mouse
Then there were TWO.

Two little kittens
Playing near a WALL
One little kitten
Chased a red BALL.

One little kitten
With fur as soft as SILK,
Left all alone,
To drink a dish of MILK.

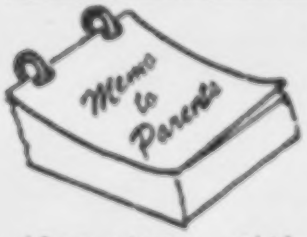
Pictures and Poetry

As you and your four year old look through a story book, talk about words that rhyme with the pictures you see. For example, if you see a picture of a goat, talk about words that rhyme with it: boat, coat, moat, float, etc.

Sound Alikes

Say three words and let your child tell you which two words rhyme. For example:

mouse, house, boat room, tree, broom cat, car, bat



A REMINDER TO REMEMBER

that the "*" which appears following some section headings (see A GOOD SORT) means that the activities have been purposely placed in order of difficulty. Notice, for example, in the sorting activities how the level of skill increases with each activity: From sorting very different items---to sorting similar items, with YOU SUGGESTING HOW---to sorting similar items, with the CHILD DETERMINING for himself HOW they should be sorted.

The rhyming activities progress from hearing rhyming words to supplying (with help) rhyming words, to selecting two rhyming words out of three.

When a section has an "*", may we suggest that you have your child perform the activities in the sequence suggested. If you find your child easily performs the first activity or activities given, good! Proceed rapidly to the next step, etc.

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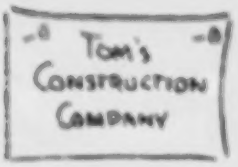

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In this issue: The House, Its Rooms and Furnishings

THE HOUSE

In Saturday School, we will be studying the home. Help increase your four year old's awareness of his immediate surroundings and help him associate the furnishings with their particular rooms and functions.

Two Little Houses...A Fingerplay

Two little houses all closed up tight,	(clenched fists)
Open the windows and let in the light.	(open hands)
Ten little finger people tall and straight,	(hold up ten fingers)
Ready for Saturday School--don't be late!	(move hands forward)

Take a Tour!...

around and through your house with your four year old and talk about:

- The House---Kind of home you live in - house, apartment, mobile home
  - Type of construction materials - brick, cement, metal, glass
  - Color and Style - one floor, two, split level
- The Rooms---Count the rooms - Which is the largest, smallest?
  - Name the rooms - What are they for?
  - Other Parts - garage, carport, basement, attic

Build a Town!...

with empty milk cartons! If a tall building is desired, leave the milk carton as it is. For shorter buildings, cut the container, using the top closing section as the roof. To decorate, use colored construction paper or tempera paint mixed with liquid soap that will stick to the waxed surface.

Draw a Picture

Have your four year old draw a picture of his house, with members of his family at work or play.

A Poem About My House

Our HOUSE is cozy, warm, and wide.
It has the nicest things inside:

A KITCHEN where my mother cooks,
A SHELF with lots of PICTURE BOOKS,
A RUG that's soft beneath my feet,
A TABLE where we sit to eat.

We've lots of CHAIRS for sitting in.
Some chairs are fat and some are thin.
My daddy's chair is big and tall.
The one I use is rather small.

A DESK is where we sit to write.
We use a LAMP to give us light.
And there's a MIRROR on the shelf.
I look at it and see myself!

I have a WASHBOWL and a TUB
Where I can play and splash and scrub.
My ROOM is white. My CURTAINS, red.
I have a DRESSER and a BED.

My mother tucks me in at night
And quietly turns out the light.
Outside my WINDOW I can see
The MOON and STARS shine down on me.

FURNITURE

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One-Two-Three, What Do I See?

Start with your four year old's room, then move to other rooms in your house. Have him say...

"I close my eyes, count 1-2-3. (extends arm and points)
When I open my eyes, what do I see?" (names what he's pointing to)
..."I see a blue, wooden chair." (encourage him to give as complete a description as possible)

Take Turns.

Size-Wise

Also compare the sizes of the furniture in each room. Which is shortest, tallest? Is the chair larger or smaller than the table?

Tell About These Things

Look through a catalog at the furniture, equipment, toys, and tools sections. Talk about which of these things you have in your house. "Which of these does your mother use? your daddy use? you use? How is it used?"

Make a Furniture Scrapbook

On each page put a name of a room in your house. Then let your child look through old magazines and catalogs to find furniture pictures. Let him cut them out and paste them on the proper page.

Make a Mini-Playroom!

The whole family can have fun helping your four year old make a mini-room out of a cardboard box. Make furniture and furnishings with empty boxes, paper towel tubes, and scraps of materials. An old towel can be used to make a rug! A door cut in a small box can be a refrigerator!

As you make each piece of furniture, talk about where in the house you usually find it and how your family uses it.

Things That Go Together

Name three objects found around the house---two that go together, one that does not, such as: broom, dust pan, and lawnmower; kitchen table, chairs, and mop; etc. Have your child select the two that go together. Ask him to tell you why they go together.

HOW TO BE A FIRST RATE LANGUAGE TEACHER
in one easy lesson!

As you go about the house this week, talk to your four year old about what you are doing, what you see, and how you clean (the rugs, floors, curtains, furniture, silver, etc.). Encourage him to help you in any way he can and to talk to you about what he is doing.

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In this issue:

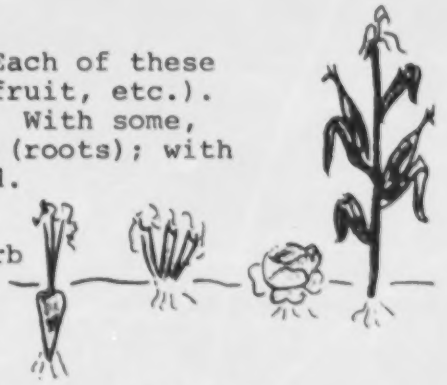
Fruits and Vegetables

Convert your kitchen into a classroom and laboratory---to help your four year old learn about the plants we eat and how they grow.

Vegetables are plants or parts of plants that we usually eat with the main course of our meal.

Fruits are the part of a plant that contains the seed. Most fruits are sweet and juicy and we usually eat them for desserts and snacks; or we drink their juices.

The Parts of the Plants We Eat



- Like your body, plants have different parts. Each of these parts has a name (roots, stem, leaves, seeds, fruit, etc.). We eat different parts of different plants. With some, we eat the part that grows under the ground (roots); with others, the part that grows above the ground.

  Roots - carrots, radishes, beets, onions
  Stem or Stalk - celery, asparagus, rhubarb
  Leaves - lettuce, cabbage, spinach
  Seeds - beans, peas, corn, nuts, rice
  Fruit - apples, berries, grapes

- Talk about how fruits and vegetables grow on different kinds of plants. Some, like carrots, grow in the ground. Others we pick from...

  bushes - berries, green peppers
  trees - apples, oranges, grapefruit
  vines - peas, grapes
  stalks - corn, okra

- At home and in the store, help your four year old name the different fruits and vegetables. Also talk about the parts of the vegetable that we eat and where they grow (trees, vines, etc.).

Compare and Classify

How are some vegetables or fruits alike? Give your child two paper plates. Let him group some foods into two like groups: fruits on one plate, vegetables on the other. Also group according to...

| seed or seeds (in center or core) - apple, peach, plum
| many seeds (scattered)- berries, oranges, watermelon

| juicy - orange, grapefruit, tomato
| not juicy - banana, green pepper

| sweet - peaches, apples
| not sweet - grapefruit, lemon, lime

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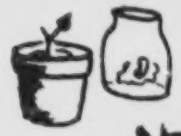
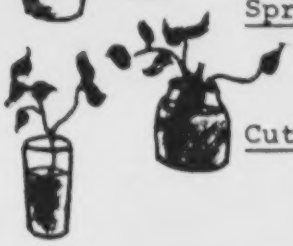
How The Garden Grows

Let your four year old enjoy the excitement of a garden in the kitchen where he can watch plants grow. Plants are started in several ways. Try these three:



Seeds - Place lima bean seeds against the side of a glass jar with cotton. Keep the cotton moist. See the roots as well as the rest of the plant grow!



Sprouts - Place a sweet potato or carrot top in a glass of water; use toothpicks to keep the top of the potato out of the water. In about two weeks, there will be the beginnings of leaves and roots.

Cuttings - Some plants can grow from a piece or "cutting." Place a stem cutting of Geranium, Begonia, etc. in a glass of water by a sunny window.

How Plants Get a Drink

Add food coloring to a glass of water. Then place a stalk of celery in the glass. See how long it takes for the colored water to move up the stalk to the leaves. Watch the bottom of the stalk. Talk about how the colored water moves up the stem by a process called Osmosis. This is the way plants drink water from the soil.

Which Seeds Will Sprout?

Line three glasses or jars with paper towels. Place some lima bean, radish, or grass seeds between the paper and the side of the jar, locating them halfway up the jar. (Place seeds snugly, halfway up the side of the jar so they won't fall into the water).

In Jar 1 sprinkle in just a few drops of water.
Fill Jar 2 full of water.
In Jar 3 keep about an inch of water.

Place the jars on a sunny sill. Which will sprout? Talk about what seeds need in order to grow...water, air, sunshine and food. Seeds contain enough "food" to BEGIN growth. (Jar 2 is too wet, the plant cannot get air).

IN DAYS GONE BY

Children need to be shown, in this modern age, that butter does not come in a tub and cake does not start in a box! Make something from "scratch."

How about a butter "bee" with all the family taking turns churning the butter---or in this case, shaking the jar!

Put one pint of heavy cream in a jar. Shake away! Taste at the whipped cream stage. When it's butter, pour off the liquid. Rinse the butter in cold water. Taste. Too sweet? Add salt to taste. Roll the butter in a ball. Chill.

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In this issue:

ANIMALS

Our next unit at Saturday School will relate to animals...tame and wild. The children will learn that we call an animal "tame," if man provides a home for it and "wild," if the animal must find his own home in the wild.

ANIMAL ACTIONS

Tell your child he can learn how to use his muscles in different ways by watching animals. Has he ever seen a cat stretch?

Cat Stretch---From an "all-fours" position, stretch one leg back with the knee straight and at the same time stretch neck back as far as it will go. Then bring the leg back and stretch out the other leg. Your child will enjoy these exercises more if you join him!

Elephant Walk---"An elephant walks so slowly, oh so very slow-ly..." a children's song tells us. Tell your child to pretend he is as big and heavy as an elephant. Have him bend forward, arms down with hands clasped to form a trunk. Have him imitate the slow lumbering walk of an elephant swinging his trunk from side to side.

Frog Jump---Children like this one. From a frog position, knees bent into a squat and arms straight in front...jump forward raising arms and hands high into the air, then returning to the squat position. Continue jumping forward, raising the arms high into the air.

Spider Crawl---Have your four year old sit on the floor with his hands placed on the floor in back of his hips, knees bent with feet flat on the floor. Then have him raise his hips up high, making a "bridge," and walk backwards on his hands and feet.

Seal Walk---This movement develops the arm and shoulder muscles, because the full weight of the body is pulled forward from this position: elbows and forearms are flat on the floor, the legs dragging behind.

Inchworm Creep---Place both hands and feet on the floor with body raised. Walk with feet until they reach the hands on the floor. Then walk forward on the hands keeping the feet still. This continues: moving or walking feet to hands, then walking hands away from feet.

LEARNING WORDS RELATED TO ANIMALS

To build your child's vocabulary, read the sentences and ask him to supply the missing word.

A fish swims; a bird _____.

A snake crawls; a dog _____.

A squirrel climbs; a rabbit _____.

A kangaroo leaps; a caterpillar _____

Make up other sentences relating to body coverings--skin, fur, scales, etc.; animal sounds; animal homes; etc.

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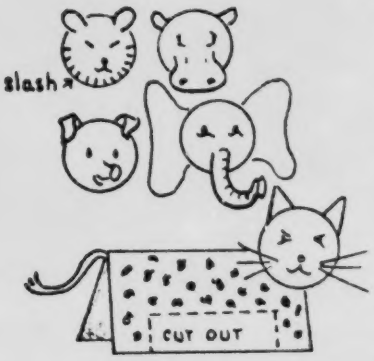
STOCK YOUR OWN ZOO OR STABLE!



Any animal, wild or tame, can be made with a sheet of 9" X 12" construction paper. Fold it in half. For legs, cut out a rectangle from the edges opposite the fold. With some scraps of paper, paste on the proper head and tail characteristics of a particular animal. With crayons, add the spotting or coloring typical of the animal (spots for leopards, stripes for zebras, etc.).

Your child can make a whole zoo full of animals or a barnyard of farm animals. Or he can take an imaginary trip to Africa and make all the animals he would see while on a safari.

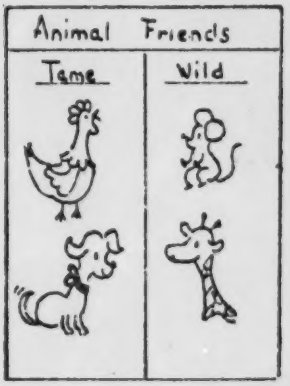
GUESSING GAME

Have your child describe an animal to you. First have him tell you one thing about it, then two, then three, etc. "It is white." ..."It is white and has long ears."...etc. (Be slow to guess the animal so he will gain experience describing several things about it in the same sentence.) Take turns.

MAKING AN ANIMAL CHART

Use a large piece of paper and help your child divide it into two sections labeled TAME and WILD. Your child may cut pictures from magazines or newspapers and paste them in appropriate columns, or "your little artist" may wish to draw his own pictures.

He will be very proud to show his chart to his teacher during her visit and to his "classmates" by bringing it to Saturday School.



T.V. PROGRAMS ABOUT ANIMALS

Saturday...St. Louis Zoo Show - 5:30 p.m. - Channel 2

Sunday.....Wild World of Animals - 6:00 p.m. - Channel 2

WHAT YOU NEED MOTHER

is a pet around the house! If home conditions don't permit the usual kind (cats and dogs), how about a turtle, fish, hamster, gerbil, or an ant farm?

In loving and caring for a pet, your child will learn many things...how to handle an animal safely, treat an animal gently so it won't be hurt or frightened, and to care for an animal. He also can learn responsibility by assuming some aspect of the pet's care.

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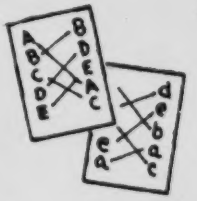
In this issue: Learning Letters
Discovering

LEARNING LETTERS *

Your four year old will be working on letters of the alphabet in Saturday School---learning that each letter has a name and that it is written in two forms, capital and small.

In all of the following activities, start with just the letters in his name or the first six letters of the alphabet. When he is ready, add additional letters until he can recognize the entire alphabet.

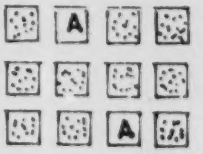


Letters and Lines

Make cards for matching capital and small letters.

Alphabet Concentration

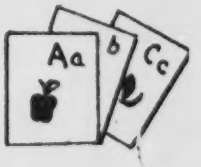
Adapt the game of Concentration and let the whole family join in. On index cards, write letters of the alphabet, one letter per card. Make two cards for each letter---two A's, two B's, etc.



Shuffle the cards and place them face up on the table. Let the players study their locations, then turn the cards face down. As a player turns one letter over, he tries to turn up a matching letter. If he does, he may keep the two letters; then he turns up another letter and tries to match it. He continues until he turns up two cards that do not match. The player who collects the most cards wins. (If your child is playing alone, use only six to eight cards at a time).

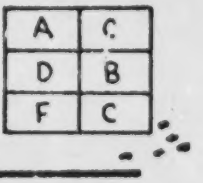
Alphabet Cards

Make alphabet cards by writing the capital and small letters on each card. (You may add a picture of something that begins with that letter). Place the cards on a table, face down. As your child turns one over, have him name the letter. If he is correct, it remains face up. If incorrect, turn it face down again.



Letter Lotto

On a card, write six letters of the alphabet. When you call a letter, your child puts a marker (button, bean, etc.) on the correct square. Continue until all squares have been covered correctly. As your child removes the markers one by one, ask him to name the letters.



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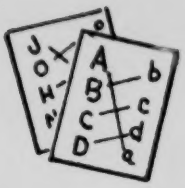
In Case

Progress to making cards for matching the capital letters with the corresponding small case letters.



DISCOVERY

Experimenting is a way of playing, a way of finding out what something is all about.

Water, Water, Everywhere!

- What floats? sinks? During bath time talk about things that float. Try paper, plastic, sponge, soap, metal, wood, a bottle (open and closed), etc. After experimenting with a few items, let your child predict in advance whether or not things will float.
- Salt Water--Add salt to a sink half full of water. What will float? Sink? Try the things you tried in plain water.
- Hot and Cold--What happens when water is heated? gets cold? Put it on the stove and in the freezer to see.

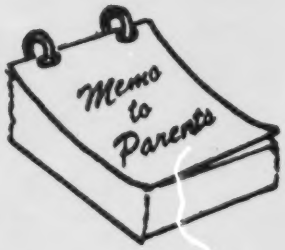
Putting On Airs

- Launch a clothespin man with a handkerchief parachute. (Tie strings to the four corners). What will happen when he's thrown up in the air? Will he float down or fall? Watch his parachute open and fill with air!
- Submerge a glass. Push a wad of paper partway inside a glass. Submerge the glass - open end first - in a pan of water. What happened to the paper? Why didn't it get wet?

  Do it again, tilting the glass. What makes bubbles? Is air escaping? Feel the paper. What happened?

Magnet and Magnifyer

- Observe the moving power of a magnet! Try lots of things.
- Take a look through a magnifying glass---at bugs, dirt, a leaf, a strand of hair, fingernails, anything that interests your child.



YOU MAY NOT BE AN ADMIRAL BYRD,

but you can, nevertheless, lead your child on some exciting expeditions. Help him explore the wonders of everyday happenings...when a jar lid won't open, the heat from hot water makes the metal expand and PRESTO it opens easily! When pouring juice from a can, with only the pouring hole punched, what happens? Punch a second tiny hole and the liquid "magically" pours freely! When water in the teapot boils, steam rolls forth and the teapot even whistles a tune! Where did the steam come from? A saucer of water on the window sill goes dry. Where did the water go?

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Saturday School
HOME ACTIVITY GUIDE

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In this issue: Thinking Time Activities
Animal Friends

THINKING TIME

Which Comes First?

Help your child "see" the order or sequence of things. Ask him to tell you which comes first in this story:

"One day Jack went to the fishing boat."---What did he do first? Step into the boat or sit down in the boat?

"He rowed to the middle of the lake. The fish were jumping."---Which did he do first? Put a worm on his hook or put his hook into the water?

"After fishing awhile, Jack felt something pulling on his line."---Which did he do first? Pull the fish into the boat or take the hook from the fish's mouth?

"Now he wanted to go home."---Which did he do first? Row to shore or walk home?

"When Jack got home, he was hungry."---What did he do first? Eat the fish or cook it?

Before and After

Read these sentences to your child and let him tell you what happened after. Ask him to listen carefully. Give him an example first.

Before it rained, the ground was dry.
But after it rained, the ground was (wet).

Before I blew up the balloon, it was little. But after,...(big).

Before I cut the string, it was long. But after,...(short).

Before I put the top on the box, the box was open. But after,... (closed).

Problem-Solving

Present a problem. Let your child suggest ways to solve it. Then suggest some not-so-good solutions. Let him tell you why they would not work well.

"Let's play like the sink drain is plugged up and the water won't run out. What would you use to scoop out the water?" (Child suggest ways.)

"Would you use a teaspoon? Why not? (Let him tell you.) "Too little so you need something big." (Continue with trash can, plate, strainer.) "So it has to be big, have sides, and no holes. Let's see if what you thought of was like that."

ANIMAL FRIENDS

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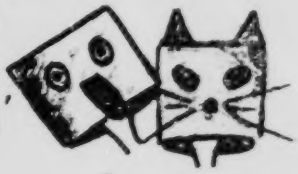
A Friendly Spring Creeper

Make a many-legged animal friend: with construction paper feet, glued to pipe cleaner legs, attached to a big paper chain body. Add a smiling face. (Cut the paper chain strips wider and longer than traditional Christmas paper chains.)

Facts About Feet

There are many kinds of feet. Have your child look through old magazines and cut out pictures of feet to paste on a poster...people's bare feet, hooves, claws, paws, webbed feet, eight feet of an octopus, many-footed insects. Different feet are good for different things---octopus' feet for crawling ocean floor; duck's webbed for swimming; goat's hooves for climbing on rocks, etc.



Paper Puppets

Make a duck, rabbit, or kitty-kat from a small grocery sack, shortened at the open end. Or you may use two construction paper squares stapled together on three sides.

Getting to Know Animals Better

With your child look through some of his animal story books. Talk about...

The names for parts of animals

People have feet, nails, skin and hair. Animals have claws and paws; fur or feathers; scales, skin, or hide, etc.

How animals are alike or different

"This dog has pointed ears. Let's see how other animals' ears are shaped."

"Some animals...hop, crawl, fly, swim, or climb
are REAL big or little
have bushy tails, thin tails, etc."

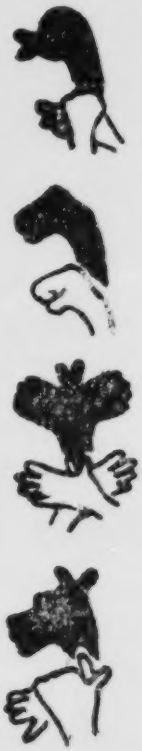
Where animals live: people's houses, farms, jungle, zoo---in the ground, above the ground, trees, water.

How animals help us: Which ones give us eggs, milk, wool for coats, hides for leather?

The kinds of food they eat: Squirrels, nuts; Birds, worms and seeds; Cows, hay.

Ways animals "work" for us: pony-rides, watchdogs, sheep dogs.

MAKE ANIMAL MOVIES!



Hold your hand between a ligh and a wall. Make the eagle fly, dog bark!

MEMO

This week...TAKE A WELCOME WALK...to welcome Spring

Are the buds on the trees, the flowers in bloom, the grass turning green? Have your child draw a picture of his Spring Stroll.

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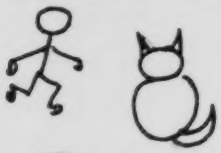
In this issue: Writing Letters
Art Activities

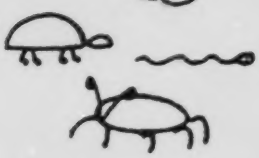
CREATIVITY

Admire and appreciate your child's art work, whatever the result! Also ask him to tell you about his painting, rather than incorrectly guessing what it is. You may offer guidelines when your child paints people: talk about how the neck joins the head to the body, arms have hands, etc.



Pipe Cleaner Pin-Ups

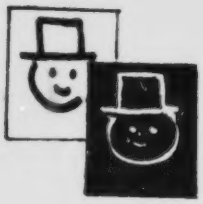
His pipe cleaner characters can be glued or stapled to a piece of paper.



Paint-Maker

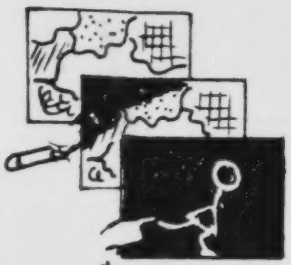
Make FINGER PAINT with non-metholated shaving soap and food coloring. Squirt it on shelf paper. As the soap begins to dry, add water.

Add food coloring to a cup of liquid starch. Give your child a large paintbrush and let him have fun!



Magic Pictures

With a crayon, draw a picture on paper. Then paint the entire piece of paper with paint, using one color only. "Magically" the crayon picture will show through.



Fingernail Etching

Using different colored crayons (except black), cover a piece of paper with blotches of color. Press the crayons down hard.

When the page is covered with color---take a black crayon and, pressing hard, cover the entire sheet of paper.

Then with a fingernail, nail, or toothpick, scratch a picture. (The black crayon will be removed where you scratch, exposing the multi-colors).

Puppets on a Stick

Your child can draw his own characters or cut out some from old storybooks. Attach the cut out figures to rulers or sticks.

FORMING LETTERS*

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Refer to the alphabet chart, available from your Saturday School teacher, to see how to form letters the "school way."

Letters Make Words

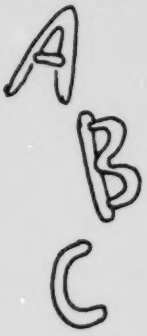
Help your child understand the purpose of letters: They are put together to make WORDS.

You may start with his name. Let him watch you as you print it. Say each letter as you write it. In writing a name, the capital is used only for the first letter. Print his name on toys, clothing, etc.

Point to words on bottles, boxes, canned food, street signs, newspapers, etc.

Alphabet Pretzels

Every child will delight in learning the alphabet when he gets to eat the letter after he can name it! Let your child help you:



Dissolve: 1/2 c. water and 1 pkg. dry yeast

Mix together: 4 c. flour, 1 T. sugar, 1 tsp. salt

Combine: Flour mixture into yeast mixture. When about 3 c. of flour have been worked in, begin to knead, working in the remaining flour mixture. (You may need to add more water).

Divide dough into 18-24 parts. Shape the dough into letters and place on greased pans or sheets.

Coat with: 1 egg slightly beaten with 1 T. water
coarse grained or kosher salt

Bake 25 minutes or until golden brown, at 425° F.

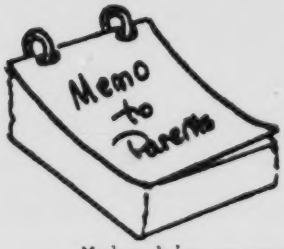
Letter Perfect!

Your four year old can learn to form letters by:

- ✔ Tracing with his forefinger over large alphabet letters, written with a magic marker or cut out of sandpaper.
- ✔ Writing letters with his forefinger in a shallow pan of rice or sand.
- ✔ Rolling play dough into long thin strips and making them into letters.

His Name is the Game

If your child is beginning to write his name, encourage him to keep it BIG. Children have a tendency to write small to soon, before they have learned to correctly form the letters. Writing with crayon on unlined paper is appropriate for four year olds.



A PLACE FOR EVERYTHING

and everything out of place! If that describes the condition of your child's art supplies, help him assemble them and designate a special spot for them.

Inexpensive plastic trays make excellent storage containers that can be toted to his work area.

He can store paints in baby food jars and keep them in muffin tins so they won't overturn.

Make him responsible for cleaning up and returning his supplies to their proper place.

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In this issue,

Springtime Things To Do

GO FOR A WALK

...a "listening walk" - come home and draw, color, or paint what your "ears saw."

...a walk in the rain - come home and use wet chalk on colored construction paper, using circular and wavy designs to express the pools on the sidewalk, the puddles in the gutter, the reflection of the sky or traffic lights, etc.

...a "litterbug walk" - see if you can fill a shopping bag with litter. Discuss the litter and classify as to paper, bottles, cans, plastics, etc.

...a walk to Saturday School - a good time to talk about safety rules at corners, crossings, etc.; respect for others' property (not cutting across lawns, picking flowers, etc.). Can your child learn his way to kindergarten all by himself before September? Which way is the safest way?

...a "penny walk" - a fun way to learn directions. Flip a penny each time you come to a corner; "heads" turn right, "tails" turn left. Keep track of the turns made and draw a "map" when you get home. This can be drawn on paper, or with masking tape on the kitchen floor. When making a map of your immediate neighborhood, use your own house as a reference point.

PLANT A GARDEN

...even if it is only in a cardboard box lined with the plastic cleaning bag! Help your four year old...

earn all or part of the money to buy a packet of seeds.

select and purchase the seeds HE wants; a good chance to review fruits and vegetables. Also talk about the kinds of flowers as he looks through the variety of pictured seed packs. You can also point out that some plants start from seeds and are planted in the spring; some from bulbs and are planted in the fall.

read and follow the directions for planting and care. Measure the soil depth; water and weed the plants as they grow; etc. See if your child can recall the sequence for planting, after the directions have been read and discussed with him.

make a graph of plant growth by tearing off strips of paper the height of the plants and pasting them on a larger piece of paper with the measuring date written beneath.

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- Write a simple story about the rain in your child's own words, about four or five sentences. Let him draw a picture to go with the story. Help him start a "MY OWN STORIES" book and add stories regularly. Reread the stories often; your child may begin to recognize some words.
- All Aboard - Using toothpicks, buttons, bottle caps, etc., announce that the train is leaving on Track 7 and give your child that many "counters." Then let him make combinations of seven for the "groups" of passengers boarding the train, for example: "Three dogs and four cats got on the train."
- Telephone - Dial the telephone with receiver down or dial a play telephone and say, "I am dialing three plus one." The child answers, "Hello, your number is four." If he answers incorrectly say, "Sorry, wrong number," and dial again.
- Performer Game - Write a numeral on a card; flash it. The child is to perform an action the number of times indicated.

WHEN THE SUN COMES OUT...

Play a game of SHADOW TAG by touching someone's shadow---with your foot--with your own shadow---with your hand.

SOMETHING TO THINK ABOUT

...good for rainy days, or those long drives on a pretty spring day.

Is it easier to...

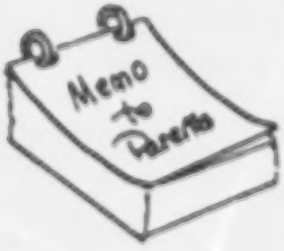
tie your shoelaces in a knot or a bow?
talk when your mouth is full of food or empty?
take your socks off or to put them on?
pick up a pin with your fingers or with your toes?
peel an orange or peel a banana?

Must you have a ticket to get into a...

post office?	church?	big league ball game?
picture show?	circus?	grandmother's house?

Which are true? (You can prove these answers to your child.)

The sky is always blue.	Cars need gasoline.
All riding toys have wheels.	There are bones in your tongue.
Our car is red.	Bicycles have three wheels.



THE 'ROUND THE HOUSE

opportunities for learning as well as practicing coordination of the hand and eye are endless. Let your four year old

...Bake with you. He can measure, sift, pour, learn about timing and taste.

...Help fold the clothes; match socks, turn clothes right side out, hang up, zip or unzip, button and snap; sort as to whose clothes they are, which need ironing and which do not; talk about colors, textures, patterns such as plaids, etc.

...Dust, pick up, and even paste in trading stamps!

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TRANSPORTATION and SIGNS, SYMBOLS and SAFETY

TRANSPORTATION

The word transportation is new to most preschool children. Use it often so your four year old will become familiar with it. In Saturday School, we talk about transportation in three categories: Land Travel, Water Travel, Air Travel.

"One If By Land!"

Talk about one category of travel at a time. Ask for names of vehicles (another new word!) that travel on LAND. Discuss one kind of land vehicle at a time....

Cars (station wagon, sedan, convertible, jeep, etc.)
Trucks (dump, garbage, and milk; moving van, cement mixer, etc.)
Construction Vehicles (crane, bulldozer, roadgrader, etc.)
Buses (school, public)

"Two If By Sea!"

Talk about the different boats and ships, and how they move:

Sailboat (air)	Steamship (steam)	Submarine	Ocean Liner
Row Boat (oar)	Canoe (paddle)	Motor Boat	Carrier

Up-Up and Away!

Explore travel by air: Blimps Balloons Planes: Jet
Gliders Helicopters and Propeller

Become A Collector!

These vehicles will have much more meaning to your child, if he can "see" them. Help him make a picture collection or scrapbook of all kinds of transportation---cars, boats, planes, etc. Talk about each picture---What does a bus do? Does it go on tracks? What makes it go? etc.

Travel Talk

Show-Me Game---"Show me what I would ride in to cross a lake." "Show me what I would use to take a load of dirt from one place to another."

Tell-Me Game---Show your child pictures of 3 vehicles that are similar in some way (have 4 wheels, can fly, help build, carry lots of people, go on tracks, etc.) Say, "Tell me how these are alike."

I'm Thinking Game---"I'm thinking of a vehicle that travels on the land. It would help me if I wanted to make a sidewalk." (Cement Mixer)

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Trains and Things from This and That

Let your four year old design his own vehicles from a collection of---small boxes, cartons, cardboard tubes, spools, straws, jar lids, pipe cleaners, etc. (You may attach wheels by punching a hole in a jar lid and fastening it to the box with a brass paper fastener.)

A Fingerplay Song.....The Wheels on the Bus

The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round.
The wheels on the bus go 'round and 'round,
All through the town.

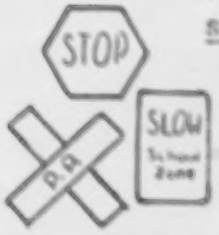
The people on the bus go up and down, etc.

The driver...says "Watch your step."
The children...say "Here we go,"
The mothers...say "Shh shh shh,"
The horn...goes beep, beep, beep,
The wipers...go swish, swish, swish,
The sign...says STOP, STOP, STOP,
The engine...goes zoom, zoom, zoom,
The stoplight at the corner says STOP and GO.

SIGNS and SAFETY

STOP Before You GO!

I stop at the corner,
I watch for the light,
I look to the left,
I look to the right.
If nothing is coming,
I start and don't talk,
I go straight across,
I am careful to walk.



Safety Signs

- While driving along the street, make a game of counting the stop signs or traffic lights. This will increase your child's awareness of traffic signs and encourage counting.
- Also call his attention to the different traffic signs and other safety signs he should know. Then have him draw the signs and color or paint them the correct colors. Decorate your hall walls with his safety symbols.

Play It Safe!

Help your four year old to develop good safety habits:

- Look both ways before crossing the street, then walk, don't run.
- Cross only at intersections and watch for turning cars.
- Be extra careful during rain, sleet, or snow. Explain why.
- Never accept candy or rides from strangers.
- Know the danger of fire, matches, sharp knives, tools, electricity, stove, and lawn mower, etc.
- Never go into a pool alone or wade in an unfamiliar place.
- Know what to do when he becomes lost---walking home, or in a store. Help him learn his address, telephone number, and LAST name.

ACCIDENTS WILL HAPPEN

and children can learn from them---how they happened, what the results were, and how to prevent future ones. Until a child actually sees what happens, for example, when an egg is dropped on the kitchen floor, he will not understand why eggs must be carried carefully. So take time to talk about accidents as they occur: HOW did the plant get knocked over? WHAT happens when you over cook canned corn? WHAT happens when you leave the water on in the sink when the stopper's in?

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In this issue: Communication and Comparing

COMMUNICATION

These language-learning activities will further develop your four year old's ability to put words together to describe things, to express himself, and to tell simple stories.

Talkaphone

Carry on a conversation with talkaphones made with two paper cups connected to strong string, 20 feet long. To keep the string ends from pulling through the holes, tie them to toothpicks.

Pick a Page

Place a catalog on the table and have your child open it to a page at random. Eyes closed, have him point to something on the page. Opening his eyes, have him name the item and tell you about it. What is it? What color is it? What is it for or how is it used? Where would you buy it? What is it made of? Encourage him to answer in complete sentences.

Take a Talk-Walk

Describe and tell all you know about what you see---in short, easy to understand sentences. "I see a tree. It has a rough brown trunk, covered with bark. The tree has green leaves. It loses its leaves in the winter.", etc. Let your four year old help you describe what you see.

Card-Chatter

- Use any children's card game that has pictures of animals, objects, or people on one side. Place the deck face down on the table. Take turns turning over a card and telling (describing) three things about it. "It is a dog. It has four legs. It is brown." (Progress to telling four, then five things about it.)
- Picture cards may also be used for story telling experience. Deal four cards. Have each player take turns telling a simple story about each card in his hand.

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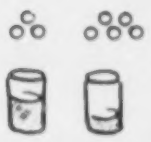
Picture-Patter

- Look through your child's story books for some good action pictures. Have your four year old describe what he sees, who is in the picture, what they are doing, what may happen next, what they may be saying, etc.
- On other occasions, let him make up a story about the pictures. Have him help you arrange three or four pictures in sequence and tell you what the people are saying.

COMPARING

When working with your child on the following underlined terms, use the exact word or phrase as given each time to avoid confusing your child. Children can only fully comprehend a term's meaning through actually experiencing it a number of times.

More or Less



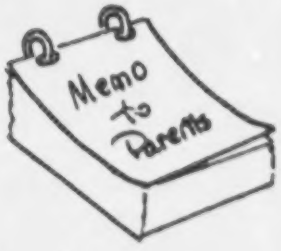
Have your child compare different amounts of the same thing, using the terms more than, less than, and fewer than. Some possible comparisons: two groups of marbles, buttons, paper clips, crayons, cookies, cupcakes; two glasses of water or soft drink; two bowls containing cereal, popcorn, soap powder, or soup.

Equal Rights

Explain and demonstrate the meaning of the same as and equal to by showing him two groups containing the same number of marbles, cookies, etc. Then occasionally insert in the above activity a comparison between two equal amounts of something.

Sizing It Up!

- Place two like objects of different sizes in front of your child and have him tell you which is shorter, longer; smaller, larger, bigger. Some comparisons might be made between mittens, gloves, bowls, pans, spoons, forks, balls, chairs, etc.
- Then compare two objects that are not alike: an apple and a lemon; a table and a chair; a mixing spoon and a fork; a toy truck and a stuffed toy; etc.



YOU THINK YOU'VE GOT PROBLEMS...

Your child does too! Help him to understand that problems of all kinds are a part of everyday life. Teach him not to fear problems but how to deal with them.

When problems arise, take time to talk them through. Ask: What is the problem? How can we solve it?

Whether it is spilled milk, bad weather, a shoe he can't get on (because it's laced too tight!), or a playmate that won't share...use these key questions to teach your child the technique of problem-solving.

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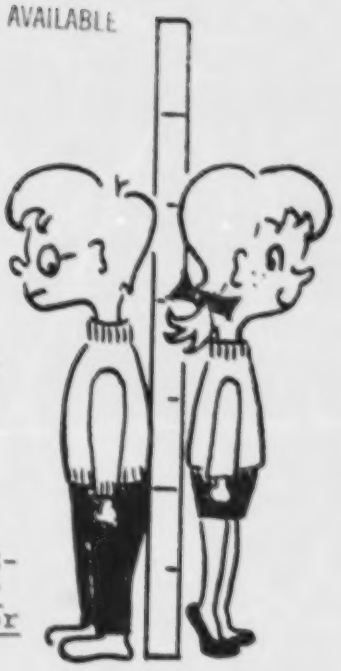
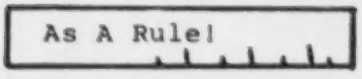


In this issue:

Measuring

Sometimes we measure things by just looking at them. Which is longer---a mouse or a cat? Taller---a bush or a tree? Heavier---a snail or a whale? But sometimes we want to know exactly how long something is or how much something weighs. Then we need to use MEASURING TOOLS.



A RULER, YARDSTICK, TAPE MEASURE or RULE tells us how many inches (feet or Yards) long or tall something is.

First illustrate the need for standard measuring tools: Have your four year old watch you as you measure the length of a shoe box with a pencil. Then have him measure it with a pencil that is a different length. Does it measure the same number of pencils long? Why not?

Start with a Ruler. Show him how each mark stands for an inch ---that 12 of these inches are a foot. Measure the length of a pencil, a paper clip, and the height of a glass.

Measure his height with a YARDSTICK or RULE. Can you tape strips of construction paper together to show him how tall he is? Can daddy show him how to measure some boards with a RULE? Help him measure the height of tables, chests, etc.

Measure some round things with a TAPE MEASURE. Measure around the glass. (Let her first try to measure it with a ruler and see how difficult it would be.) Help her measure her arm, waist, etc. She may enjoy saying this poem...

I measured my arm, I measured my toes,
I measured my fingers, I measured my nose.
I measured my neck, I measured for fun,
I measured my waist, and now I am done.

SCALES tell us how much things weigh.

- Do you have, or can you borrow, a bathroom scale? Weigh some things: apples, cans of food, the family dog, AND your four year old.
- Next time you're in the produce section of the grocery store, help your child weigh some fruit or vegetables.

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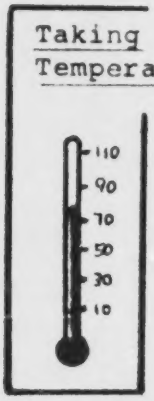
Measuring Liquids

Liquids (milk, gas, juice) are sometimes measured in PINTS, QUARTS, HALF-GALLONS and GALLONS. It helps to know these things when we shop.

- At the store, show and talk about: a pint of cream, a quart of orange juice, a half-gallon of milk.
- Show him a gallon gasoline can or container. At a service station, measure the gallons of gas you buy for the car. Does daddy ever buy a gallon of paint?

Help your four year old understand the meaning of FULL, EMPTY, HALF FULL. Compare the amount of liquid in three jars, bottles, glasses, and cups. Then let her put water in a jar as you direct---full, half full, or empty.

Taking Temperatures



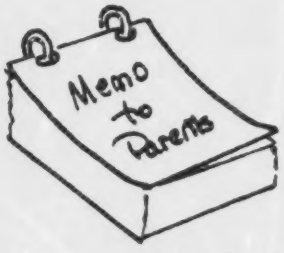
THERMOMETERS are used to measure the temperature of things. How many do you have to show your four year old ---room, outdoor, oven, fever, meat, aquarium?

- Place an outdoor thermometer where it may be seen, and changes in the temperature observed and discussed.
- To show the principle of how a thermometer works: Fill a medicine bottle with water; add some red food coloring. Insert an eye dropper, so that the narrow end is below the liquid. Then seal the top with play dough. The red liquid will rise inside the tube when your "thermometer" is set in a pan of HOT water. As you add ice cubes, the red liquid will go down.

How Travelers Tell...

An ODOMETER in the car measures the distance we call miles.

- Your next few trips--short or long--check the odometer to see how far you've traveled.
- When traveling the highways, talk about the signs that tell how many miles it is to the next town.



MEASURE UP!

Talk about some of the things you use to measure when you cook: cup, half cup, tablespoon, teaspoon. Let him experiment: How many 1/2 cups of water will fill a cup? How many teaspoons will fill a tablespoon?

Let your "assistant cook" make:

Chocolate Milk

1 cup of milk
2 tablespoons of choc. syrup
Stir with a spoon

Frosted Graham Crackers

1/2 cup of powdered sugar
3 teaspoons of milk
Stir together
Spread on graham crackers.

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Saturday School
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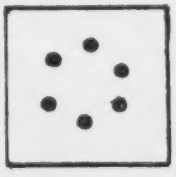
In this issue: Observing and Remembering
Listening and Following Directions

Look and Listen

The following activities provide OBSERVING AND REMEMBERING experiences.*

String-a-long - A four-foot string laid on the ground can increase your four year old's observation of the often unnoticed objects underfoot (worms, bugs, grass, woodchips, pebbles, soil, etc.). Have him name all the things his string touches.



The Case of the Missing Marble - Place marbles, balls, or construction paper circles (each a different color) in the center of a white piece of paper. Have him close his eyes while you remove one of the objects. Then have him tell you which color is missing. Start with three objects and increase the number as his skill improves. Take turns.

Hide Away - As you walk around the room or house, place three small objects in a grocery sack. Then, without looking, have your child name the objects in the bag. Increase the game's difficulty by increasing the number of objects you "hide-away" AND requiring her to name the order they were placed in the bag.

The Order of Things - While your child covers her eyes, arrange three (then four, then five) objects in a row on a table. Let her look at the objects for several seconds. Then have her turn away from the objects and name them in order (left to right). Change the order of the objects and play again.

Touch and Tell! - Have your child observe you closely as you touch three (then four, then five) objects in the room. Have him tell you, in the correct order, what objects you touched. If he cannot remember, give some hints---"It is red." Take turns.

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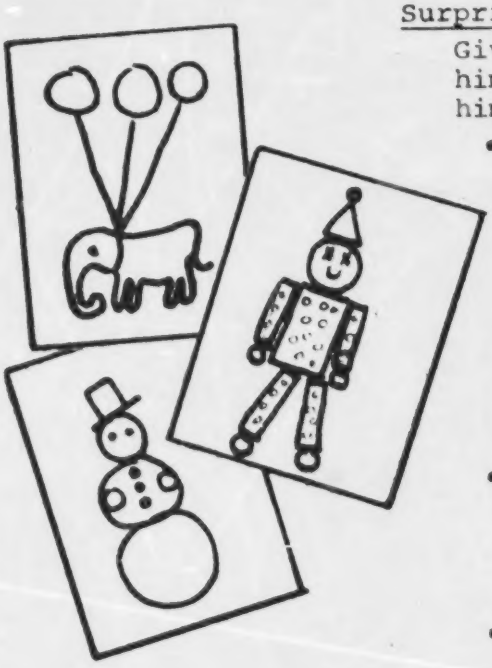
LISTENING AND FOLLOWING DIRECTIONS are important learning skills. Supply crayons and paper for the following fun-ways to provide practice coordinating ears, eyes, and hands.



Surprise Sketches

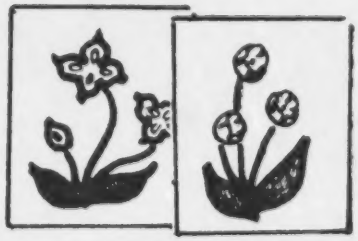
Give one instruction at a time. Do not tell him in advance what he is drawing. Instruct him to...

- Draw a red circle near the top of the page.
  Draw a blue circle beside the red circle.
  Draw a green circle beside the blue (or red) circle.
  Now draw an elephant near the bottom of the page.
  Draw a line around the elephant's neck.
  Draw a line from the red circle to the elephant's neck.
  Draw a line from the blue circle, etc.
  What have you drawn? A CIRCUS ELEPHANT!
- Draw a circle in the center of the page.
  Draw a little larger circle below this circle, and make it touch the circle you've just drawn.
  Continue until he has drawn a SNOWMAN.
- Use the same technique to draw a CLOWN, using rectangles, circles, and triangle.

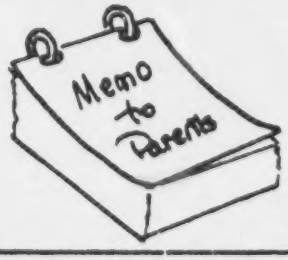
Remembering Mama

MOTHERS' DAY IS A WEEK AWAY'. Little fingers can develop dexterity making these Mothers' Day gifts for grandma or mother.

Slip-on Slippers - Grandma will love these quiet-time slip-ons. Felt, cut with pinking shears, can be laced together with yarn and trimmed with a yarn pom-pom by her grandchild.



A Posy-Picture - Can daddy or an older sister help your four year old make mother a 3-D nosegay? Mount on colored construction paper: cups cut from styrofoam egg cartons or blossoms cut from construction paper circles (the way you cut Christmas snowflakes). Add colored pipe cleaner stems and green construction paper leaves.



ALL EARS!

Encourage your young one to use her ears as well as her energy! Let her perform some simple to do tasks that you can explain, rather than show. Give two directions at a time; then three or more. "Please wash your hands, then place the napkins on the table beside the plates."

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The following activities provide practice in a variety of areas... reproducing a pattern, making size comparisons, distinguishing likeness and differences, counting, adding, subtracting, recognizing and writing numerals, reviewing terms (under, over; right, left, etc.) and following directions.

Animal Cages

Using 1 to 4 plastic strawberry containers, paste a piece of paper with a letter or number on top. Have your child place small plastic animals in or around the cages according to instructions:

"Place one animal tiger on top of cage A."

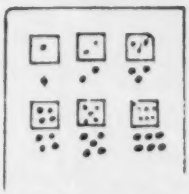
"Place three animals inside of cage B."

"Remove one animal from cage B and place him in front of cage A." "How many animals are left in cage B?"

"Show me an animal that lives on a farm." (Or in trees, in the water, that is very big and heavy, etc.) "Place him behind cage A."

"What kind of a sound does he make?" "What kind of food does he like to eat?", etc.

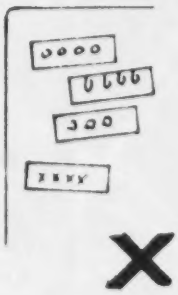
Tack-y



On a large piece of corrugated cardboard, place cards that have dots arranged on them---one dot on one card, two dots on the next card, etc., up to 10.

Have your child place thumb tacks beneath the card---in the same arrangement as the dots on each card.

Odd Ball



Make the following, from 1 through 10: Cut several small pieces of paper the same size and shape---have your child paste 4 buttons, for example, on one; 4 beans on another; clip 4 paper clips to another, etc.

Have him or her paste these on a large piece of paper. Then you add an "odd ball" (a small piece of paper with a different number of items on it). Then have your child place a large construction paper X on the "odd ball" (the one that does not have the same number of items on it.) The set can be used again and again.

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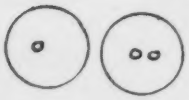
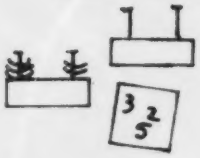
Full of Beans



Place dried lima or soup beans---or paper clips, buttons etc.---on paper plates. Place one bean on one plate, 2 beans on the next plate, etc., up to 10.

Have your child take away whatever number of beans he wishes to. For example, on the plate with 5 beans, have him or her tell you how many he has taken away (for example, 2). How many are left? (3).

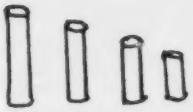
Ring Add-Round



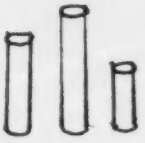
Have daddy nail 2 nails into a small piece of wood. Make several small, stiff rings, using pipe cleaners, elastic, braided yarn or paper. Have your child place, for example, 3 rings on one nail and 2 rings on the other. How many does he have altogether? (5) Help him write the numerals 3,2 and 5.

Cylinder Cut-Ups

Save the cardboard tubes from paper towels. Cut them in graduated sizes.



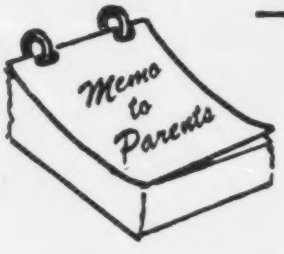
- Have your child arrange them in order of height. Allow him or her to experiment to find the best system---starting in the middle and working out, or starting at one end.



- Arrange 3 tubes. Which cylinder is the tallest? Is it in the middle, the left side or the right? If I take it away, which one is the tallest?
- Then, lay the 3 tubes down, shuffle their order, and have your child set them up again the way they were.
- Sometimes set up the 3 or 4 tubes, have your child silently study it a minute, then have him close his eyes while you rearrange them. Can he put them back the way they were?

Carrying Weight

In jars with a screw-on lid, fill with different amounts of water---from very little to full. Have your child lift two at a time and compare their weight. "Which is heavier, lighter?" Also talk about which has the least water, the most? Can she or he line them up according to the amount of water in them?



PEOPLE PICTURES

Spend some time with your child looking through magazines or children's books. Talk with him about the people you see and what they are doing. This will give you opportunities to talk about blonde hair and brunette; short and tall; fat and thin; expressions on people's faces and how they appear to be feeling; the position of their body, arms, legs, etc.; as well as other things in the picture, such as a typewriter, houses make of brick, frame, etc.

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Saturday School
HOME ACTIVITY GUIDE

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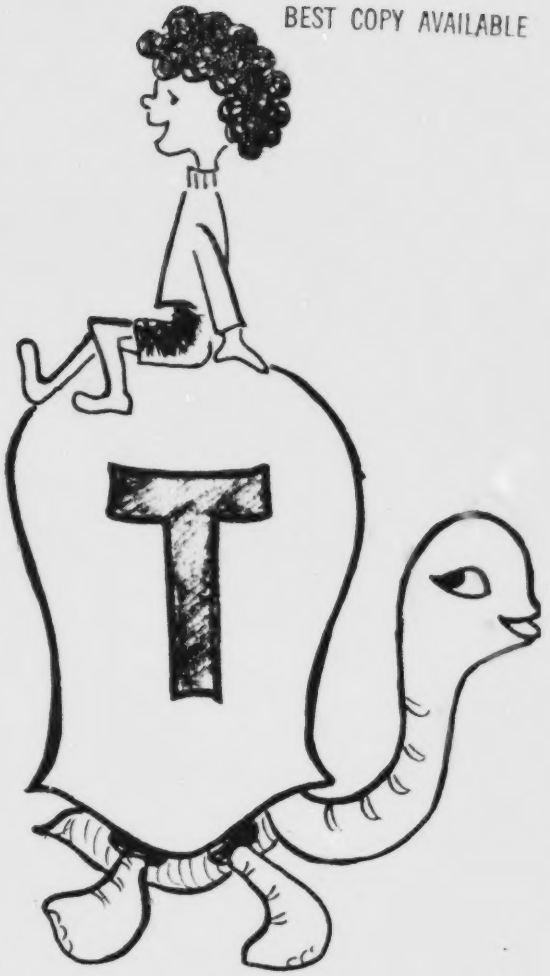
In this issue: Beginning Reading Skills
Stimulating Imagination



Beginning Reading Skills *

Train the Ear to Hear!

The first four "games" are designed to acquaint your child's ear with the SOUNDS THAT THE LETTERS OF THE ALPHABET MAKE. They may be played as two-part games, as your child shows a readiness to progress to the next step.

- Match the Sound--FIRST, have him LISTEN for the BEGINNING SOUND in a word. Say, "ball." (Emphasize, but do not isolate the sound of b.) Then say two words with the same beginning sound---boy, bat. (Give other examples.) Then three words ---bat, boat, car. Ask, "Which two words have the same beginning sounds?"
- Name the Letter--NEXT, ask him to NAME THE LETTER that stands for the BEGINNING SOUND he hears. Turtle begins with a T. What other words begin with the same sound?...toy, top, etc. (Be careful to avoid words that combine the sounds of the first two letters, such as train.)

Start with letters that are "easy to hear"---B D F M P T.

Hear! Hear!

Have your four year old listen carefully to the beginning sound, then name other words that begin with the same sound.

"Mr. Brown likes boys, bananas, boats, and bees, but he doesn't like dogs. What else does Mr. Brown like?" Give as many hints as your child needs---including another word that starts with b, and having him repeat the word or words back to you.

Other hints might be: "Listen to how the words begin." Then emphasize the sound of b as you say the words.

Or say, "Something else Mr. Brown likes besides boys, bananas, boats, and bees is something you sleep in at night." (Your child: "Bed.") "Yes! Mr. Brown likes boys, bananas, boats, bees, and beds. What else does Mr. Brown like?"

When your child's ear can hear this sound, change to another beginning sound.

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Sound Stroll

Using the same technique, stroll through your house, around the yard, and up the street; and talk about the beginning sounds of things you see. Take turns. "I see something that begins like banana." (bed) "I see something that begins with the sound b stands for." (bush)

Talking Pictures!

Help your four year old make a book, using pictures from animal or story books. Help him write the beginning letter by the picture. As you "read" the book...

If this dog could talk, he'd say, "Arrf, arrf, I am a dog named Dusty and my name starts with the sound __."

If this beaver could talk, it would say, "I am Biff the Beaver; and my name starts with the sound of __."

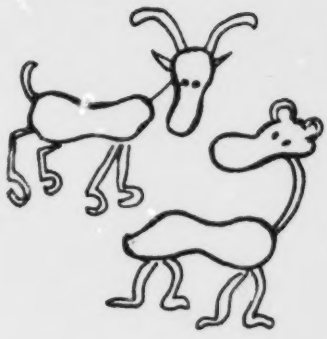
Opposites Attract!

To increase your child's understanding of opposite, have her complete the sentences you start, for example:

When the traffic light is red, we STOP; but when it is green, we ____.

When the sun shines, it is DAY; when the moon is out, it is ___.

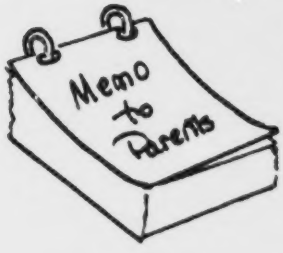
Imagine!



Large boxes or a sheet-draped table---so your little astronaut can take a "space ship" to the moon; play soldier and defend the "fort;" go camping and live in a "tent."

Action pictures from magazines or story books--- can encourage your child's imagination to soar, as she makes up a story about each picture.

Peanuts, plus pipe cleaners and toothpicks---can supply your young artist with what he needs to create a dinosaur, goat, camel, or an entirely NEW species that he can name; decide where it lives; and what it likes to eat; etc.



FROM AGE FOUR TO FIVE,

has he shown personal growth, as well as physical growth? Does he...

Show feelings of belonging to the group
Show self-confidence in trying new activities
Follow simple directions without reminding
Take good care of things he uses
Concentrate on and complete tasks
Take turns and share
Express feelings in acceptable ways

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Saturday School
HOME ACTIVITY GUIDE

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In this issue:

Clocks, Calendars, and Cents

Clocks and Calendars

CLOCKS ARE USED TO MEASURE TIME---the minutes and hours that add up to a day. When 24 hours have passed, a day and a night have gone by. Then it is time for a new day to begin.

Talk about: the numbers on a clock, the two hands, and how they move as the minutes and hours go by.

Let your four year old hold up her right hand at "12." and move her left hand around to the clock positions for "1," "2," etc. up to "6." Then have her hold up her left hand and move her right hand to "7," "8," 3tc.

Discuss some of the things he does "by the clock." What time does he leave for Saturday School, watch Sesame Street, go to bed?

Discuss typical MORNING, AFTERNOON, and EVENING-time activities. When does he eat breakfast---morning, afternoon, or evening? Eat supper? Watch Sesame Street?

EACH DAY OF THE WEEK has a name, as this poem illustrates:

"Little Mousie Monday"

Little Mousie Monday washed all day;
Little Mousie Tuesday ironed, they say.
Little Mousie Wednesday made the bed.
Little Mousie Thursday baked the bread.
Little Mousie Friday swept the house.
Just like any neat little mouse.
Little Mousie Saturday went to town
And bought herself a pretty Sunday gown.

Before bedtime each night, mark off the day on the calendar---and when seven days have gone by, a whole WEEK has passed!

Also talk about YESTERDAY, TODAY, and TOMORROW. Yesterday is past, Today is always here, Tomorrow is coming. At the supper table, talk about what you are having today. What did he have yesterday for supper? What will you be serving tomorrow night?

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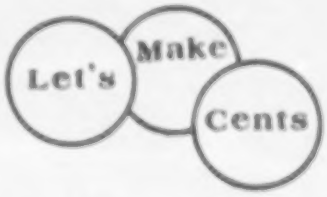
A CALENDAR helps us keep track of the seven DAYS OF THE WEEK AND THE 12 MONTHS OF THE YEAR.

- Leaf through a calendar and talk about the NAME for EACH MONTH of the year. What holidays do some months have? What is the weather sometimes like? What activities can you do better some months than others?

- What is his BIRTHDAY month? When 12 months have gone by, a year has passed; and he's one year older. He may enjoy this **BIRTHDAY FINGER PLAY:**

The first year I could only crawl.
The second year I stood up tall.
The third year I could ride a "trike."
The fourth year I could fly a kite.
The fifth year I grew very tall.
I marked the place upon the wall.
I swam and waded in the pool.
And then I started off to school!



- Show each coin as you discuss it. Show how many cents (pennies) each coin is worth.

  A cent is sometimes called a penny. What will it buy? A piece of penny candy, a balloon, a sucker?

  A nickel is worth five cents. (Show a nickel and five pennies.) What will it buy? A pencil, an apple, a candy bar?

  A dime is worth ten cents. (Show a dime, 10 pennies, and two nickels.) What will it buy?

  A quarter is worth 25¢. (Show appropriate coins.) What will it buy?

- Have your four year old count out the pennies as you say: "One penny plus one more penny makes ___ pennies." "Two pennies and one more penny makes ___ pennies." "Three pennies and two more pennies makes ___ pennies."

- As you grocery shop, discuss the price of some of the items. Let your four year old pay for some small change items to help acquaint him with the cent value of coins.

- Let her also help daddy count his pocket change and identify the coins.

- Is there a place where your child can buy some penny candy?

TREASURE BOX

Help your four year old decorate a "Treasure" Box ---to store some of his favorite Saturday School work.

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Saturday School
HOME ACTIVITY GUIDE

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In this issue:

THIS SUMMER: Indoors, Outdoors or Wherever You Are!

AN INDEX: Content of Activity Guides

Summer-time Things To Do

At times during the year, you've been asked to bark like a dog, chirp like a bird, and roar like a lion; stretch like a cat, jump like a frog, and flap like a seal. We've walked you around the block 'til you're foot-sore---on listening walks, talk-walks, litterbug walks, and even a walk in the rain!

Now that school's out, you're probably ready to prop your feet up and take a sommer-long break. Yet here we are, suggesting "summer-time things to do!" But, with good reason---to sustain the level of skills your four year old has acquired and to help him improve in skills you feel he needs to further develop.

This summer, consider "school in session" wherever you and your four year old are---the kitchen, garden, car, or shopping center---by just TALKING, EXPLAINING, and LISTENING. Be constantly alert to the many opportunities each and every day to develop language skills, the recognition of letters and the sounds they make, and large and small muscle coordination.

Wherever You Are!

Language Learning

- Just because a child uses a new word, does not mean he fully understands its meaning. Extend your four year old's vocabulary and his understanding of words by talking with him about:

  Names for things---common names, proper names, many names for the same thing. Words that describe people, things, and ideas ---words for color, size, shape, texture, sounds, taste, smell, feelings. Words that help him contrast and compare and words that tell how things move---people, animals, machines.

- Make up simple word-meaning games. For example, choose one color and see how many things he can find of that color. Name a color and see how many hues of that color can be found. (Did you ever notice how many greens Mother Nature displays?)
- Play an Opposite-word Game. What's the opposite of up (down), smooth (rough or bumpy), stop (go), loud (soft), asleep (awake).
- Repeating fingerplays and simple poems gives a child experiences with words and sentences.

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Letters and Their Sounds

- An informal introduction to phonics can be an important first step in learning to read. When reading stories, the newspaper, road signs, store signs, or food labels while grocery shopping, talk about:

  --letters that are the same --words that begin alike
  --words that sound alike --words your child can recognize
  --words in a sign, label or story that he can find somewhere else.

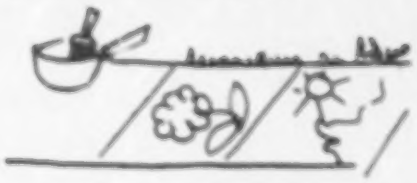
- Alphabet games can be as simple as choosing one letter and finding it in several places on a page of newspaper advertisements or in a children's story book.

Making Numbers Count!

The meaning of numbers can be increased by counting anything he sees---people, cars, stepping stones, chairs, cookies, etc. Simple math can be taught by adding or taking away from a stack of 10 rocks, sticks, crayons, spoons, pennies, etc. Number recognition can be improved by calling his attention to numbers on houses, license plates, road signs, price signs at stores, etc.

Outdoor Doin's

Sidewalk Artist!



You don't have to go to Paris this summer to see a sidewalk artist at work! Give your four year old a large paint brush, a bowl or pail of water tinted with food coloring, and let her paint pictures on the sidewalk! (After the art exhibit is over---hose it away!)

Don't Throw It Away!

What may look like a candidate for the junkpile to you---old tires, plastic shower curtains, wooden barrels and boxes--- can become a treasure-trove to your four year old. Let her develop large motor skills by:

--hopping in and out of, and walking around an old tire's edge.
--climbing a ramp or crossing a bridge he builds with long planks propped on old wooden packing crates or barrels.
--building teepees from old shower curtains or tablecloths.
--climbing a rope tied to a strong tree limb.

The Workshop Wonder!

At ages four and five, boys AND girls like to make real things with real tools. With help they can hammer, sand, paint, and saw. Let Daddy supervise as his junior carpenter builds...

Bookends - Let him nail together two pieces of wood (2" thick by 6" long and 4" wide). Repeat the process to make a pair. Let him paint them with poster or rubber base paint.

Plant or Pot Stands - Let her saw pine or soft wood into 6" squares.

Bird Feeder Tray - Help her saw a piece of wood, drill holes in the four corners to thread wire through, and hang it on a tree.

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Indoor Days

Kitchen Kapers

Some simple-to-make recipes that your little kitchen helper can put together with very little help. Talk about the names of ingredients, their sources, the texture, taste, and his movements while making them (mixing, stirring, beating). Discuss halves, quarters, and wholes. Review measuring (issue 29).

Animals Crackers

Put two vanilla or chocolate wafers together with frosting. Stand an animal cracker on top in a dab of frosting. For frosting, mix together:

2 c confectioners sugar
2 T milk (add more if needed)
1/2 t vanilla and a dash of salt

Peter Rabbit Salad

Place one piece of lettuce from Mr. McGregor's garden on a salad plate. Place a canned pear half, round side up. Use marshmallow quarters for ears, half for a tail. Add a cherry nose and candy or clove eyes.

Yumsickles

Pour Kool-Aid into paper cups, put in freezing compartment of refrigerator. When it's mushy, insert a plastic spoon or wooden tongue depressor. Freeze. To eat, tear off cup.

Comic Cut-Outs

Cut out any simple comic strip such as Peanuts where the action can be followed by the pictures alone. Have him separate each box, then you shuffle them, and let him paste them on paper in the correct order.

One Last Word. . . .

LET US ONCE AGAIN THANK YOU FOR YOUR SPLENDID COOPERATION at home and at school. We Saturday School teachers consider "our" parents a vital part of the program. As teaching partners, you deserve an "A."

WE HAVE THOROUGHLY ENJOYED WORKING WITH YOUR FOUR YEAR OLDS. We have watched them grow through the year in self-assurance and in skill development. A primary objective of Saturday School is to help enhance each child's future success in school. We hope you feel that together we have successfully met this objective.

Activities with a Heart!

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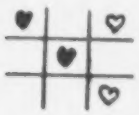
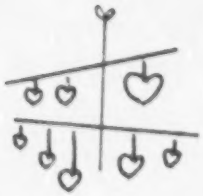
A Special Valentines' Issue

Help your four year old to....



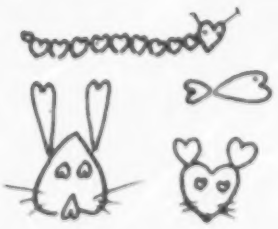
Play TIC-TAC-TOE with mini red and pink valentines.

Make a VALENTINE CARRIER by joining two king-size hearts and adding a yarn, ribbon, or paper handle.



Make a MOBILE with different-sized red, white and pink hearts.

Place NUMBERED HEARTS IN SEQUENCE.
(Number hearts 1 through 5 or 1 through 10.)



Make ANIMALS---a caterpillar, fish, bunny and mouse---with heart-shaped cut-outs. (Let your four year old trace around heart patterns you have made, then cut them out and paste them on white sheets of paper.)

Learn to recite: FIVE PRETTY VALENTINES

Five pretty valentines waiting at the store.
*_____ bought one and then there were _____.
Four pretty valentines shaped just like a "V."
_____ bought one and then there were _____.
Three pretty valentines said, "I love you."
_____ bought one and then there were _____.
Two pretty valentines -- this was so much fun!
_____ bought one and then there was _____.
One pretty valentine sitting on the shelf.
I felt sorry for it, so I bought it for myself!

*Insert names of family or friends.

Easter Eggs and Things!

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A Special Issue

Let your four year old turn artist for the upcoming exciting event... EASTER!

Five Little Easter Eggs

Five little Easter Eggs
Lovely colors wore;
Mother ate the blue one,
Then there were four.

Four little Easter Eggs,
Two and two, you see;
Daddy ate the red one,
Then there were three.

Three little Easter Eggs;
Before I knew,
Sister ate the yellow one,
Then there were two.

Two little Easter Eggs,
Oh, what fun!
Brother ate the purple one,
Then there was one.

One little Easter Egg;
See me run!
I ate the very last one,
And then there were none.

Make an Easter Bunny!

Your four year old will enjoy making a three-dimensional Easter Bunny from two pieces of 6"x12" paper. On one sheet draw and cut ears, leaving them attached to the sheet. For the body section, roll and tape another piece of paper. Attach the head to the body with tape or glue. Add a cotton ball tail.

Hatch A Baby Chick!

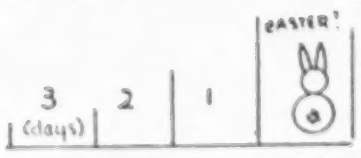
Let your four year old make an Easter card for Grandma and Grandpa. Perhaps a construction paper eggshell-shaped envelope with the card cut in the shape of a duck or baby chick. Some fours may be able to copy a very simple message, too.

To make the baby chick, help your child cut yellow construction paper circles---one large for the body, one small for the head. Add small, black eyes, orange bill, and legs. Fringe the edges for a feathery effect.

A Tisket, A Tasket!

Make a little Easter basket with cottage cheese or strawberry containers; pipe cleaner or ribbon handles. Cottage cheese containers may be wrapped in foil or wrapping paper.

Count Down!



Mark Easter Sunday on a calendar with a mini-rabbit made with two circles, ears and an "itty, bitty" cotton tail. Each day let your four year old write in the numeral for the number of days left until the Easter Bunny comes to call.

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Saturday School
HOME ACTIVITY GUIDE

Special Issue

HALLOWEEN !

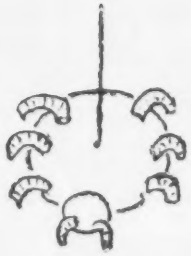
Halloween is such an exciting day for children! Your four year old will especially enjoy making HALLOWEEN DECORATIONS for your home.

Friendly Witch

Use the shapes we are working with in Saturday School to make this friendly witch to hang in the window or door. Draw the triangles and circles on colored construction paper. Let your child cut and paste them together.

Funny Face Mask

Make a Halloween Mask from a brown grocery bag! Cut out the eyes. Let your four year old add the other features. He may add triangular ears and whiskers for a cat, or circle ears and whiskers for a mouse, etc.

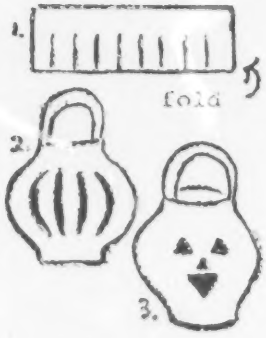


Eensy Weensy Spider

Make an Eensy Weensy Spider for Halloween. Use the center of a paper plate as a body, cut the outer plate edge in thin strips for legs and feelers. A glass or cup can serve as the pattern for the head.

Attach legs and head to the body with glue or staples, and hang from the center with yarn.

Sing the Eensy Weensy Spider song we are learning at Saturday School



Jack O'Lantern

1. Fold a piece of orange construction paper in half lengthwise. On the folded edge, cut strips about 3 fingers wide, about 2 1/2 inches deep.
2. Unfold paper, paste or staple ends together. Add a handle.
3. Have your child---draw, color, cut, and paste--- triangular eyes, nose and mouth.

Can your child recite "The Five Little Jack O'Lanterns?"

Tricks and Treats

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Mystery Bag Game

Fill a bag with 8 to 10 items associated with Halloween---balloon, gum, candy treats, popcorn, wax teeth, etc. Have your child reach into the bag, without looking, and feel one of the objects. Ask him questions: "Is it hard or soft?" "Is it round and fat, or long and thin?" Have him guess what the object is. (This game will help your child become more aware of the characteristics of familiar objects.)

A Funny Old Witch

A funny old witch in a pointed cap, (Point fingers together.)
Came to my door with a rap, rap, rap! (Rap on floor or table.)
I went out to see, and a witch was there.
She jumped on her broomstick and flew through the air.
(Pretend to ride on a broomstick.)

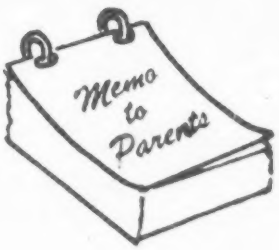
Halloween Riddles

- He is all black with a fluffy tail. (Cat)
- He is dressed in a sheet and makes a loud wail. (Ghost)
- She wears a big tall, pointed hat. (Witch)
- It flaps its wings. It rhymes with cat. (Bat)
- It says, "Hoo-hoo," as it sits in a tree. (Owl)
- It rattles as scary as can be. (Skeleton)
- It has a smile with a yellow light. (Jack O'Lantern)
- It shines in the sky on Halloween night. (Moon)

A Halloween Treat

3 Tablespoons honey
4 Tablespcons peanut butter
1/2 Cup non fat dry milk
1/4 Cup dry cereal flakes

Mix honey and peanut butter.
Gradually add non fat dry milk; mix well.
Form into balls with greased hands.
Roll in dry cereal flakes.
Chill until firm. Makes 18 balls.



WHEN JOHNNY COMES MARCHING HOME, clutching his Saturday School art work, greet him with, "Oh! What pretty colors! Tell me about it."

When he has labored long to draw what is OBVIOUSLY a witch riding a rocket to the moon, how discouraged he would feel if mother turned art critic and responded with, "Oh, what is it?"

Plan a special place to display your little Picasso's art work from both school AND home.

PARENT-CHILD EARLY EDUCATION PROGRAM
Title III, Sec. 306, ESEA

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Thanksgiving

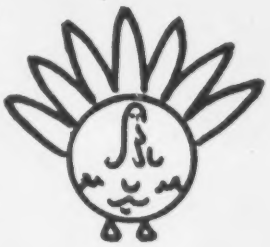
A Special Issue

Finger Feather Turkey

Trace around your child's outspread hand--the fingers become the tail and the thumb, the head. Add feet. He will enjoy coloring the feathers, and adding detail. (For a larger turkey, let him trace around Daddy's hand).

Indian Head Band

Let your young brave or princess make and decorate an Indian Head Band of paper or fabric. The feather may be a real one or made of construction paper.

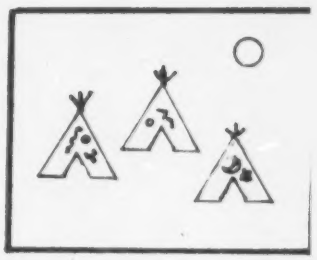


Paper Plate Turkey

Use a small paper plate for the turkey's body. Paste colored construction paper feathers to the back of the plate. Add 2 triangles for feet. Attach neck and head to the front of the plate.

Triangle Teepees

On stiff paper or lightweight cardboard, draw a large triangle, cutting out a triangular shaped opening. Using this as a pattern, have your four year old trace around and cut out brown paper bag teepees. Have him make an Indian village by pasting the teepees in place, adding the support sticks at the top with crayon or gluing on real little twigs. He can add original decorating detail to the teepees.



Poems:

TEN LITTLE INDIANS

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

SIX LITTLE PILGRIMS

There were six little Pilgrims on Thanksgiving Day.
And this is exactly what I heard them say.

The first one said, "I'll have a turkey leg."
The second one said, "I'll have a boiled egg."

The third one said, "I will have some green peas."
The fourth one said, "I'll have cranberries, please."

The fifth one said, "I will have pumpkin pie."
The sixth one said, "I'll have cake by and by."

There were six little Pilgrims on Thanksgiving Day.
And that is exactly what I heard them say!

TEN FAT PUMPKINS

TEN fat pumpkins were growing on a vine.
A brown cow ate one; then there were nine.

NINE fat pumpkins were in a row so straight.
One rolled far away; then there were eight.

EIGHT fat pumpkins growing round and even,
A wagon took one away; then there were seven.

SEVEN fat pumpkins doing arithmetic.
A little girl picked one; then there were six.

SIX fat pumpkins said, "We'll all survive."
Along came the gardener's hoe; then there were five.

FIVE fat pumpkins where ten grew before;
A tall horse smashed one; then there were four.

FOUR fat pumpkins, orange as could be;
Tommy made a jack-o'-lantern, then there were three.

THREE fat pumpkins were feeling sad and blue;
Billy's mother took one, then there were two.

TWO fat pumpkins where once there were many;
Grandma made two pumpkin pies; now there aren't ANY!

Ferguson-Florissant School District
Saturday School

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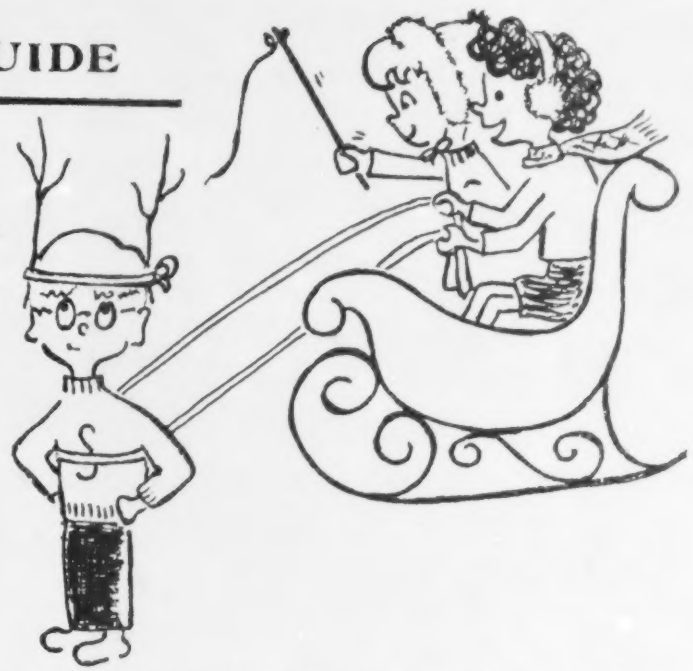
Saturday School
HOME ACTIVITY GUIDE

Special Issue



Christmas!

'Tis the season to let your four year old create his own Christmas decorations and cook some of his own Christmas treats.

Wrapping It Up!

Tag-a-long

Let your child cut out old Christmas card pictures, punch a hole in their top, and thread through a piece of yarn or string.

Taking the Wrap!

Your child may design his own! A variety of design objects (spool ends, blocks, sponges, potato masher, etc.) may be dipped in tempera and printed on shelf paper. A potato can also be used: cut in half, then carve a design in the cut ends.

Tree Trims

Crumbleless "Cookies"

- Let your child measure and mix the cookie ornament dough: Four parts flour, one part salt, and about one part water.
- Knead to form stiff dough. Add tempera (poster) paint or food coloring. Add more water, if necessary.
- Roll out to a flat sheet and cut shapes with cookie cutters. Punch holes in the tops for hanging.
- Frost with tempera-- use light colors. Let dry. (You may omit the food coloring and paint cookies when thoroughly dry.)P

Half-Pint Houses

- Paint half-pint milk cartons with tempera mixed with liquid soap.
- Cut and shape a 3 x 5 inch construction paper roof. Dot the roof with cotton snow. Hang them on the tree or "build" houses for a railroad set.

Tiny Trees

- Cut out a circle, then cut out a pie-shaped wedge.
- Staple the circle to form a cone-shaped tree.
- Decorate with either bits of cotton, macaroni, or "ornaments" of tiny pieces of paper or foil, etc.

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Christmas Creations

Countin' the Days...with a Paper Chain!

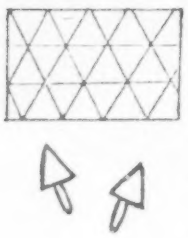
The perennial favorite, strips of green and red paper pasted into a chain, can help your child count the days 'til Christmas. Have as many links in the chain as there are days until Santa comes. Tack the chain to his door and let him tear off one link each morning and watch the big day come closer as the chain grows shorter.

Santa Claus...from a Cup!

- Cover a plain paper cup with pink paper.
- For the nose, glue on a small ball of red crepe paper.
- Eyes can be small buttons or colored thumb tacks---with a short fringe of white paper for the eyebrows.
- For the beard, cut white paper into strips, curl and paste in place. To curl paper: roll around a pencil.
- Make the cap with a red cylinder of red crepe paper or fabric; banded with white paper or cotton. Gather the opposite end, glue on a small white paper ball or wad of cotton.

A Christmas Tree Treat

1/4 c. margarine
1/2 lb. marshmallows
1/2 tsp. vanilla
5 1/2 oz. crisp rice cereal

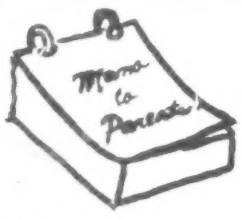


- Let your little Christmas cook combine the margarine and marshmallows in the top of a double boiler.
- Let him watch as it heats. When melted, add the vanilla and heat until smooth.
- Then your small chef can stir as you pour the marshmallow mixture over a large bowl containing the cereal.
- Help him press the mixture into a greased shallow pan. Cool. Cut into Christmas tree shapes. Cut the diagonal lines first.
- Push a wooden stick into each "tree".

POEM

"TOYS"
(action as indicated)

See the TOYS upon the shelf.
I can count them by myself-1,2,3,4,5.
Here's an AIRPLANE - zoom, zoom, zoom;
And a DRUM - boom, boom, boom;
And a BALL that bounces up and down;
A TOP that spins around and around;
A TELEPHONE so I can say,
"Come and play with me today."



SANTA CLAUS IS COMIN' TO TOWN!

Please advise him to stuff your four year old's stocking with the kind of toys that require him to use his IMAGINATION AND CREATIVITY. Many of today's toys are spectator types---they do everything for the child. All he has to do is push a button or wind a key and watch!

Also ask Santa to include toys suitable to your child's AGE AND STAGE OF DEVELOPMENT. Children feel frustrated when Santa's toys are too difficult or complicated to master.

Encourage Santa, too, to tuck in his bag some toys that require THINKING and COORDINATION---puzzles, clay, paints, chalk and board, simple card games and games that require some counting, etc.

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INDEX OF ACTIVITIES AS THEY RELATE TO SKILL DEVELOPMENT

Select activities to do this summer that you did not get around to through the year, that your child especially enjoyed, or that provide practice on skills your child needs to further develop.

Visual Skills

Issue	Skill
1	Distinguishing Colors
2	Recognizing Shapes
7,12	Reproducing Patterns
10,26	Improving Observation
1,4,27	Seeing Likeness & Differences
9	Left to Right Progression
19	Learning Letters
26,27	Visual Memory

Listening Skills

3,6	Discriminating Sound Differences
15	Distinguishing Rhyming Sounds (AND all poems)
6	Reproducing Sound Patterns
3,6,7 26	Auditory Memory and Following Instructions
28	Hearing Beginning Sounds
Poetry Issue:	Hearing Ending Sounds

Motor Skills

2	Large Muscle
10,11,21	Small Muscle
21	Forming Letters
7,10,21	Hand-Eye Coordination (AND all art activities)

Thinking Skills

3,13,20	Before and After
2	Sorting
15,16,17	Classifying
7,12,13 22	Distinguishing Right from Left
20,22,27	Thinking Things Through, Problem Solving, Imagination

Number Concepts

3,8,27	Counting
3,8,11 27	Understanding or Recognizing Numerals 0-10
25,29	Measuring, Money & Time
5,24,27	Distinguishing Size Differences (big, bigger, fat, thin, etc.)
24,27	Comparing the Number of Things (more, less, etc.)

Language Development

5	Expressing Feelings
24	Describing Things
23,24,28	Simple Story Telling
	Vocabulary Development and Word Meaning:
	1 Body Parts
	6,9 Clothing
	18,20 Animals

Words and Their Meaning, cont'd.

4,27	Same, Different
4,12	Descriptive Words (hard, soft; smooth, rough; etc.)
7,13,27	Direction Words (in,out, etc.)
14	Smells & Tastes
17	Fruits & Vegetables
16	Home & Furnishings
23	Transportation

Creative Activities

19	Discovering
Holiday Issues:	Art
	Kitchen Treats
1,2,10,15,16,25	Poetry
1,2,10,14 18,20,21 23,26	Art: Cutting, Pasting Coloring, Painting